

CHILDHOOD EDUCATION

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CHILDHOOD EDUCATION

Journal of the
INTERNATIONAL KINDERGARTEN UNION
 FOR THE ADVANCEMENT OF
 NURSERY-KINDERGARTEN-PRIMARY EDUCATION

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CHILDHOOD EDUCATION, journal of the *International Kindergarten Union*, advances nursery-kindergarten-primary education by presenting:

The vital problems in the field through professional and practical articles

Conditions in foreign countries and in our outlying possessions
 Songs, stories, handwork suggestions, and other "ready-to-use" material

News of persons, schools, and affiliated or related organizations

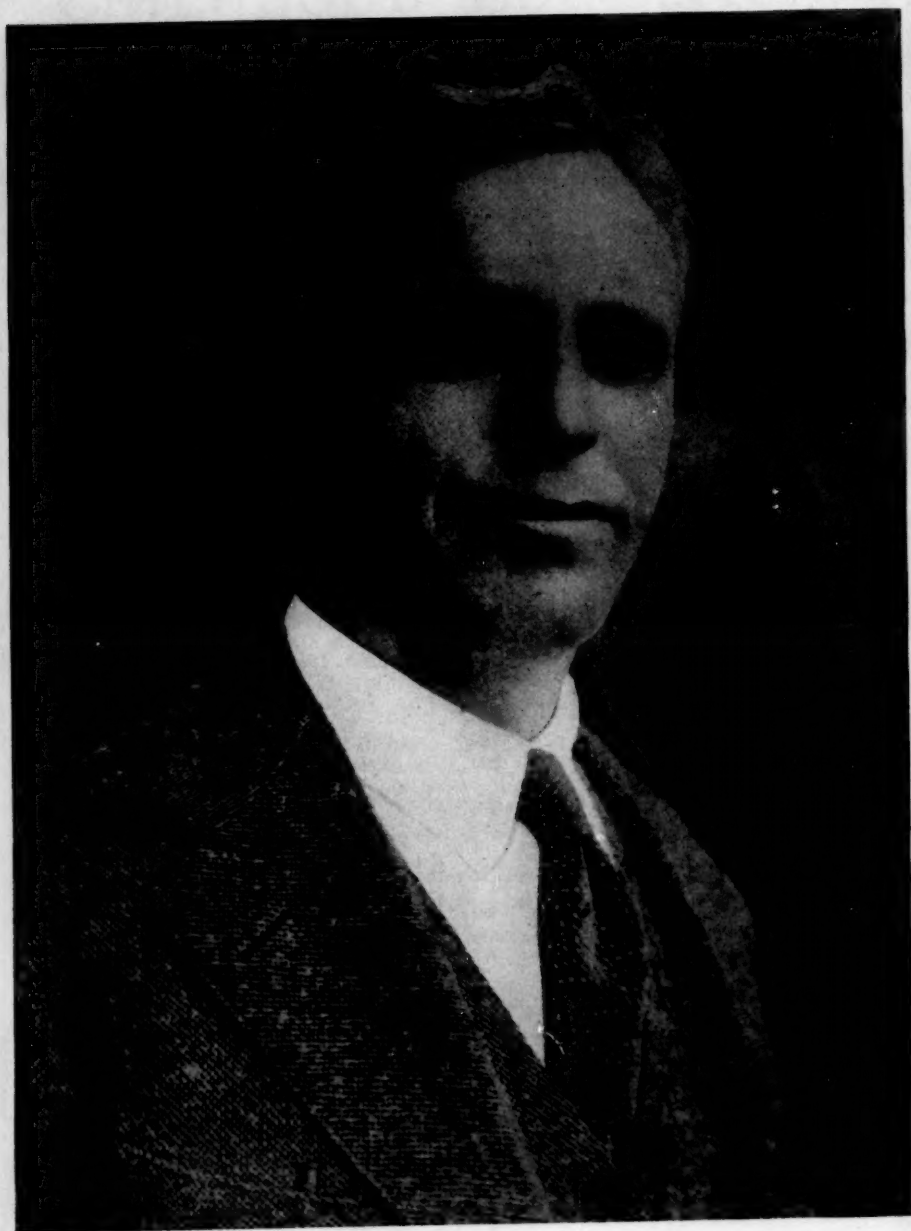
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Reviews of books for teachers and children

All who are interested in childhood education from its special classroom problems to its national and international aspects are interested in CHILDHOOD EDUCATION, the *Journal of the International Kindergarten Union for the Advancement of Nursery-Kindergarten-Primary Education*.

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ANGELO PATRI

Removing the Husks

FEW people really understand what teaching means. They think it is putting something into a child, adding something to him, filling him with goodness. It is not. It is letting something out of the child. Because:

Each child comes into the world with the germ of a soul, a fragment of the Infinite buried deep within him. That is the real child. The body of him, the habits and actions of him, no.

To have a real child and, in the fulness of time, a real man, it is necessary to help him to strip off the husks that close him in and free him, "that his light may so shine."

We cannot do this for the child. He must do it for himself. It is our privilege to show him how to do it. But we are forbidden by the immutable law to do it for him.

You cannot give a child happiness. You can but point the road that leads toward it.

You cannot give a child wisdom. You can try to attain it for yourself and having found it say to him, "That way wisdom lies."

You cannot give a child power. You can hand him his tools. You can teach him to use them. But his is the hand and his is the will that must drive. Then will his soul grow.

You cannot give a child courage. You can show him what it is. You can live it for his guidance. You can tell him of those who have lived with high hearts—those whose souls have lived after them. But the struggle—the victory—those are his alone.

You cannot give a child knowledge. Knowledge has to be bought with the iron coin of experience. Experience brings the only knowledge that is actual, that will stand the test of practice. Each of us buys his own.

You cannot even give a child love. You shower your own love on him. Upon whom, upon what, will he shower his own? Has he the power to love? All you can do for him there is to enfold him in your own great love and so warm and enkindle his own.

Your self-sacrificing love will teach him. It will inspire him to the effort to cast off his husks and let the soul of him shine, free.

And as he struggles toward the heights, happiness and goodness and wisdom and power and knowledge will come to him. Shred by shred the husks of his body will drop from him and the light within shine clear and clean.

That is what teaching means to a teacher.

ANGELO PATRI

Guidance Service for Young Children

ARNOLD GESELL

Yale University

CHILD guidance technic has been most highly developed in work with juvenile delinquents. The child guidance clinics conducted as demonstrations under the auspices of the National Committee for Mental Hygiene have shown how the social, educational, and medical resources of a community may be mobilized to do preventive work in the field of delinquency and conduct disorder.

Preventive mental hygiene must begin early to accomplish maximum results. It is becoming increasingly apparent that in the protection of mental welfare, as well as of physical welfare, *society must concentrate its basic effort upon infancy and early childhood.*

The whole preschool period, from birth to second dentition (at six years) is comparatively a very critical epoch in the development of the individual. Death, disease, and accident take their heaviest toll during these early years. Three-fourths of the deaf, three-fourths of the speech defective, virtually all of the mentally deficient, one-third of the crippled, and a large proportion of the blind, come by their defects in the pre-

school years. Even accidents like scalding, falls, and traffic casualties fall with peculiarly heavy weight upon the young child. The automobile each week takes its tragic toll. Who are its preferred victims? Children. And who among the children are preferred? Those of young age. One-half of all the juvenile traffic deaths are of children, three, four, five, six, and seven years old.

In the aggregate these figures have much significance for the relatively normal as well as the handicapped child. They mean that the hazards and the opportunities of development alike are great during this swift-growing sector of the life cycle. This sector lies along the margin of the kindergarten.

Any careful psychological survey of a large group of kindergarten and pre-kindergarten children will reveal an appreciable number who are in need of special educational provisions. A simple classification would list these children as follows:

1. Those of subnormal intelligence,—the retarded, borderline, and mentally deficient.
2. Those with sensory or motor defect,—the blind and near blind, the deaf and near deaf, the crippled.
3. Those with defect of speech or of conversational attitude.
4. Those with faulty personal habits of eating, sleeping, rest, play, elimination.

¹ Illustrations with first three articles in this issue are reproduced from posters published and distributed by the Child Welfare Association, Educational Building, 705 5th Ave., New York City.

5. Those with faulty emotional or personality trends,—the over-timid, the over-aggressive, the over-fearful, over-dependent, jealous, and negative.

Children from all of these five classes will be found at infant welfare stations, at preschool



centers, in nurseries and kindergartens. Children of the third, fourth, and fifth subdivisions, in particular, are enrolled in the kindergarten. How can we

remove some-
what the neglect and the misunderstanding from which too many suffer?

There can be no simple solution. *It is idle to suggest that special children should be grouped into special schoolrooms.* We must heed the teaching of the fable of the sticks and break this vast problem into individual units. We must discover the children early, select those who most need special guidance, and develop flexible facilities which will focus on the parent as well as the child. The various technics of child guidance which are being developed in different parts of the country should furnish some concrete suggestion of how individual school guidance measures may be achieved.

THE YALE PSYCHO-CLINIC

The guidance nursery of the Yale Psycho-Clinic is easily described. It is an adjunct of the service clinic. It is a device for the observation and the guidance of young children (and their

parents). *The nursery has no fixed enrolment.* Its activities and attendance vary from week to week and even from day to day. At present about twenty-five children and a variable number of parents have contact with the clinic each week. Some of these children come individually, others in small groups of three or four.

This, of course, is not the organization or the program of a nursery school. *Our guidance work is conducted more on the basis of a dispensary unit,* where the procedure constantly varies to meet the needs of parent or child. The standard nursery school has a regular enrolment; and its children attend daily and get the benefit of systematic training throughout a year. Our guidance nursery depends on briefer periods, reaches numerically a much larger clientele and focuses more directly upon guidance of the parent in relation to the child.

No attempt will be made to give a detailed description of the organization and procedures of the nursery. In general they may be outlined as follows: Developmental examination of the child is made at the clinic by the regular clinical examiner. This examination furnishes a basis for an estimate of the child's intelligence and of his personality makeup. This examination, however, is regarded as purely preliminary and is supplemented by a period of observation in the guidance room. This room is in charge of a guidance worker who has had both kindergarten and nursery school experience.

The room is homelike in character. There is a fireplace; and each corner of the room is equipped with simple but attractive play material.

One corner has a domestic appeal and is furnished with doll-bed, doll-carriage,

ironing-board, laundry, and house-keeping facilities. The adjoining corner, somewhat separated, is equipped with a large Noah's Ark on wheels. Another corner invites the exploration of books and pictures and the exploitation of paints and brushes, at a conveniently equipped easel. Adjoining this room is a sheltered play porch and a spacious lawn provided with seesaw, slide, outdoor blackboard, sandbox, runabout cars, wagon, and other things with wheels. (Our problem is not to entice children into the guidance room, but to entice them away!)

This varied equipment is kept somewhat uniform as to its arrangement. A partially standardized procedure is used in bringing the child to the guidance room so that his initial and early reactions to its stimuli may be brought into better comparison with those of other children who have preceded him and who will follow. The spontaneous reactions of the child under these multiple choice conditions furnish important supplementary data for framing an estimate of his true abilities and characteristics. This observation leads very readily into actual guidance work, and at the same time furnishes a fresh view of the child to the mother who has brought him and who will be observing him nearby.

A conference of the guidance worker and the clinical examiner leads to the planning of a special guidance program for all children who are returned to the clinic for further attention. It may be decided that the child will be seen alone for two or three times. It may be at once determined that the child should come with companions of similar or of different age. It may be arranged that an over-silent child shall be brought into contact with an over-aggressive

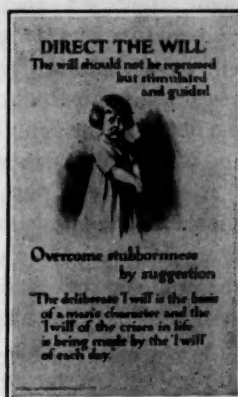
child who is also on the child guidance panel.

The number of times which a child comes to the nursery is indeterminate and depends upon the amount of adjustment or re-education which is needed. We believe that we have already demonstrated that with many types of problem children, occasional contacts with the guidance unit are effective, and that daily attendance is not necessary to accomplish a readjustment. For the most part, these children are of pre-kindergarten age and the facilities of a regular nursery school are available to only a few of them. *Why cling too tenaciously to the convention of daily school attendance, when dealing with children of tender age?*

The parents, like the children, are, for the most part, seen individually. The guidance takes the form of consultation and conference rather than formal group instruction. The problems of child management are discussed in terms of the specific child and concretely in relation to his reported behavior and his actual behavior at the clinic. Thus the *parent guidance and the child guidance*

are carried on conjointly in a natural context and in direct relation to a concrete situation.

It is evident that in principle these methods of child guidance are simple. They involve no extraordinary equipment. They suggest that the manifold



problems of special educational guidance which arise in the kindergarten can be reduced to individual units, and that ways can be found for dealing more directly with both the individual child and his parent.

THE DEVELOPMENT OF THE AMERICAN KINDERGARTEN

If "new occasions teach new duties" the American kindergarten has a new rôle to play, as an agency of social welfare. If the kindergarten treads the path of tradition it will continue to pattern its technic after that of the elementary school. It will indeed become simply another subdivision, a sort of pre-primary schoolroom, in the elementary school system. Already its organization is crystallizing into such a schoolroom with a nine to noon program and a large, regular enrolment of children, treated, for the most part, on the congregate plan, with relatively slight attention to their parents. If the kindergarten cleaves to this pattern it will leave to other agencies the great tasks which are to be accomplished in the future in the fields of mental hygiene and of parent guidance.

In the recent past, the problem of educational administration has been to bring about an adjustment between the kindergarten and the first grade. Is it possible that after further institutionalization of the kindergarten, the future will necessitate an ironically similar readjustment between the kindergarten and other preschool agencies?

Such questions are, of course, more easy to frame than to answer, but it is significant that they suggest themselves. The fate of the kindergarten in American education seems to hinge upon the manner in which it will address itself to the larger problems of child welfare

which concern at once questions of public health and educational and social policy. *We are in the midst of a veritable, though silent, social revolution so far as the status of the preschool child is concerned.* He will attract to himself increasingly new forms of educational endeavor and social control. Not only is the preschool child being re-discovered, but also the parent of this child.

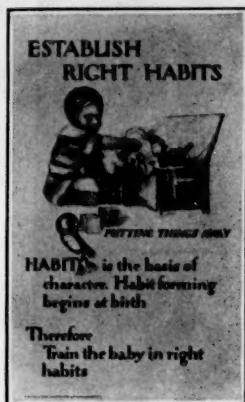
The future evolution of the kindergarten will pivot around the policies which society will shape with reference to the central problem of parent guidance and pre-parent education. It is impossible to protect or to advance the developmental welfare of the preschool child independently of the relation which he bears to his home. So close is the inter-dependence between preschool child and parent, that the early education of the child, and the education of the parent must be undertaken conjointly. *It is impossible to see how this great social problem can adequately be met if the kindergarten continues its present school-room detachment from the homes of the people.*

The tasks of parent training and parent guidance are so complicated that they can be solved only through a process of progressive experiment and demonstration. The kindergarten doubtless has the good will and the potential capacity to enter on these tasks, but is unable to find the way because of lack of opportunity for developing the requisite procedures.

We must, therefore, turn to the leaders of education, to superintendents, and principals, and to free-lance individuals who will set into operation experimental enterprises, flexible enough to meet the whole range of early childhood, in relation to parent. The nursery school is making an important con-

tribution in this direction. Progressive kindergartens might well undertake imaginative experimentation in the same field.

If we go on the assumption that the kindergarten is a place for five-year-olds



and that they shall attend on a full time basis daily, like any other school children, we prejudice the solution of the problem. If, however, we regard the kindergarten as the vestibule of the public school

system, as an untrammelled port of entry, and give it freedom to develop varying multiple contacts with different age levels and with parents, it may be possible to overcome the institutional delimitations toward which the kindergarten pattern is now tending.

Why should not the kindergarten make weekly or even daily contacts with parents? Why should not these contacts bring into the picture, in an anticipatory way, even the four-year-old child, the three-year-old child, the two-year-old child? With such a conception of its task, the kindergarten would be in a position to give intensive individual attention to parents and children who most need it, and would also be able to maintain a more fundamental contact with the home.

Such a reorganization of technic would serve to humanize early education and would help to bring childhood, youth, and adults into more natural relations with each other. In the interests of American education, something radical should be done to overcome its

present tendency toward segregational stratification. We have gone almost to the limit in congregating our childhood into homogeneous ability groupings. We have built partitions between six-year-old child, seven-year-old child, eight-year-old child, the grammar school child, the adolescent. With all our graded classification, we have nearly broken down completely the association and interaction of young children and youths which are characteristic of natural family life. Even the kindergarten, in its educational procedure has tended to set the young child apart from his home. It is a grave question whether these tendencies toward segregation should continue. *It is a grave question whether we should add to our public school structure, after the sectional bookcase manner, simply another tier of arrangements for four-year-olds and three-year-olds and two-year-olds.* Is it not possible in our scheme of education to bring the age levels of early childhood, later childhood, youth, and maturity into more natural and genial relations?

The problem of pre-parental education for adolescents and the coordinate problem of guidance for young mothers and fathers will prove to be a major task of public education in the next century. This task will call for vision, but above all for inventive social imagination. By historic position and by its strategic placement in the scheme of things, the kindergarten confronts an unbounded opportunity.

Such considerations give importance to the concept of child guidance. This concept in application raises concrete and searching issues as to tasks and policies. The issues will suggest to the school administrator the need of a new flexibility in the organization of the American kindergarten.



New Steps in Old School Systems

BEULAH SHULL BARNES

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THE richest gift we can bestow upon humanity is our best selves." The ideal school system is one in which it will be possible for every child to be so placed that he can, from the beginning, give to life his best self.

The realization of this vision involves two essentials, first, that we know our child; second, that knowing our child we have a system that will be equipped and flexible enough to meet the individual needs of the various types of children. While no two children are identical, by a similarity of characteristics they fall into groups and can be so taken care of by the school organization that has the modern progressive vision back of it.

We cannot know our child in a way to lift him to his best self unless we have proper respect and reverence for all life and all children. We cannot think or feel even superficially or speak even lightly of some types of children in the modern terms, such as "nuts" and "dumbbells" without hurting both the cause for the upliftment of all children and ourselves.

No one could have worked under Dr. Virgil E. Dickson,¹ with his great, gentle, kindly love and sympathetic understanding of all children without feeling a heart stab when hearing such terms

used by thoughtless or less kindly souls. Often we have heard him warn us that the use of these terms by members of his staff or his corps of teachers would be considered by him as the unpardonable offense. None there were who dared, but finer still, none there were who, coming under his spirit of kindness, could or would think of any child in such disparaging terms, even in the spirit of fun.

To know our child, we must know that in each life there is something which some people call Divine, a something which responds to love and sympathy and understanding, a something that grows within which makes each individual what he is; and that there is no stronger incentive to proper growth in children or in the adult which equals the assurance that he has something to contribute to life. Selfish as humanity is theoretically supposed to be, the supreme joy of life comes through self expression in terms of service, the joy of doing one's bit. Every child responds to this motive as naturally as a plant turns to the sunlight. The trouble lies with the adults to whom the child's first contribution is made. Adults are apt to require too little or too much of the child, one being just as serious a mistake as the other. It is all-important for the one who desires to work constructively with children to realize that no two individuals are supposed to make the same contribution either in the earlier or

¹ Director of Research, Public Schools, Berkeley, California.

later years of life and that as far as life, itself, is concerned one contribution is as valuable as the other if it represents one's best.

Therefore, when we find a child of thirteen, fourteen, or fifteen years in the intermediate grades we have no right to feel that he *should* be in high school. Perhaps he *should not* be in high school, at least not as our high schools are keyed at the present time. That does not represent the rôle he has to play in life, and there is no reason, if life be properly understood, why we should *respect* his contribution *less* because it is not of a high school type. Our sense of values needs readjusting if all boys and girls are to be given their rightful respect and an equal chance of development.

Let us think with Emerson of his *Mountain and the Squirrel*.

THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little
Prig;"
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere,
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I
And not half so spry.
I'll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

—RALPH WALDO EMERSON.

With this philosophy in mind it may help to keep values properly balanced.

KNOWING OUR CHILD PHYSICALLY

Of course, we are not ready to plan a child's program for him until we know to what extent he is physically fit. Are his eyes and ears functioning normally? Is he getting not only all the food he needs but the proper kind? Is he getting the proper amount of rest? The writer has had eight years of experience in giving a certain individual test that asks the child to give the meaning of the word "health." Recently the responses have been very interesting. From kindergarten babies to the eighth grade, from children whose homes are on "the hill" and from our slum housed children, a gleam of appreciation lights the eyes and the child launches joyously into a health discussion in which it is explained that bodies must be clean, teeth washed after every meal, windows open at night, and that vegetables must be eaten. As the examiner looks at untidy, undernourished, sad-faced babies, glibly giving out this information, there comes the hope that these children as adults, will do the things for their families that are not now being done for them. Schools have accomplished much in this line, but there is still much to accomplish.

KNOWING OUR CHILD'S HOME LIFE

It is impossible really to know our child without knowing something of his home and parents. Parents for the most part are glad to be known; they are eager for help with the complicated problem of bringing up their children. They are usually fair, willing to lay all of their cards on the table and shoulder two thirds of the blame for the child's shortcomings. They ask only for interest, sympathy, and understanding. Parents *cannot* be made over. They

often need to be, as do all of us at times. They, like the children, have to be taken as they are. Here, again, if one can keep high his respect for life as life is, in all its variety, knowing that every atom of it is somehow sacred, he can deal sympathetically even with difficult parents.

And without sympathy and kindly respectful understanding nothing constructive can be accomplished. That we are dealing at the present time with a "very *interesting* child" is a satisfactory approach to an interview. All children are interesting and all children do present a challenge to be understood. It is sometimes necessary to crowd into an hour's conference a semester's course in psychology and it is often amazing how much of it the parent or parents get in that brief period. They get that which changes their attitude not only toward the school and the teachers but helps them to understand the needs of their child as they have never understood them before.

Parent-Teacher Associations and pre-school age clinics are everywhere helping parents to get a more comprehensive view of the school program and a deeper feeling for their own responsibilities. The parents are getting new methods in child training that were not necessary when children had country meadows in which to run wild or when houses had yards and there were no unwholesome movie attractions to counterbalance.

KNOWING OUR CHILD MENTALLY

Years ago in France, Binet, a psychologist and lover of children, discovered that the child had more than one age to be taken into consideration. Binet made it possible by a series of tests to determine the mental age of the

child. This mental age does not necessarily correspond with the chronological age. In classroom placement it is the mental age which must be taken into consideration. The history and value of this man's work is now well known so that it is unnecessary to go into details in that field.

Before the war the individual test had found its way into a few school systems and when properly and scientifically administered was proving of great value in helping determine in which grade the child would do his best work. It is very necessary to know that the task set before the child is one that is neither too hard nor too easy for him.

Let us study for a minute three types of mental development. We now know that although three children in the first grade may be exactly six years old chronologically they still may have different mental ages. We know that if Mary, we will say, is mentally six and if there is no physical or emotional handicap she will do good work in the first grade. Mary should be able to meet new tasks each day. They will present a satisfactory challenge to the power within her. She will work; she will meet with success. With each success she has taken a definite step in knowing the joy of effort which brings the reward of accomplishment. Life holds nothing more satisfactory for child or adult than the realization of the power within one's own being. Each successful step generates self-confidence and power for the step ahead and always in life that step ahead is a bigger, harder step. Hence the greater joy as one goes deeper into life—if personality be not warped in the beginning.

Let us go back to our three children. Mary is in her proper setting. She

should grow like the plant, from seed to flower. But suppose James, though chronologically six years old, instead of being *mentally* six, by some combination of neurones is *mentally* seven or eight. In the first grade he grasps given situations like a flash; the things that Mary so loves to work with bore him. Therefore he misses the thrill of a challenge and in grasping these situations so readily he may grow careless and indifferent and give less satisfactory responses than Mary, because he has been denied the joy of effort. Day after day it may be so. Things about him are too easy; he becomes superficial. We gain muscle power by having opportunity to use the muscles. Would we not gain brain muscle, so to speak, by having opportunity to exert brain effort? Is James getting that opportunity? He is not, if he is in a room full of little people who are mentally six, as the first grade should be. His personality is getting a wrong start. He is having no opportunity to feel a challenge to use his powers; instead he is acquiring lazy mental habits, a lazy interest in life or at least in school, and life and school may lose forever the bigness of his contribution that he might have made had he had a fair chance for personality and character development in the beginning. Only recently are we waking up to this fact and attempting to take care of these youngsters, giving them in their first years tasks equal to their powers.

Now suppose that the third child, Isabelle, though six years of age chronologically is not yet six mentally. Let us think of her as only five mentally. The child is facing the demand day after day that she learn the lessons which she will be able to learn only when mentally

she is mature enough to do so, and not before.

She has gone to school eager, bright-eyed, looking forward as children do to the Big Event of school life. She faces the issue at hand to the best of her ability. Day after day she meets the impossible demand that she turn over a type of work that she cannot do.

What happens? What is happening to her *personality*? That is the thing of utmost importance, not only to her, but to society. Many things may happen. Let us look at some of them. She will soon discover, perhaps unconsciously, that though she is trying her level best, that trying isn't doing her any good. She may go on trying the whole year through, feeling that because she *is* doing her best surely there will be some good come from it in June, promotion time.

As adults dealing with children we do not usually realize the sufferings of those children who fail to be promoted. Quoting from James Harvey Robinson, "We are only recently beginning to realize that our childhood is an experience from which we never entirely recover." Let us deal very carefully with those who fail to be promoted; attitudes toward life are influenced through this semi-annual experience.

What then of this multitude of little people not having yet reached the mental maturity with which to begin the first grade; and often parents and teachers demanding each day that the child do the task that he cannot yet do. How can the school reward them for their constant effort, useless and resultless though it may have been?

To return to what happens under the impossible demand. The timid child draws back within himself; an inferiority

complex may be started; he feels he can't do anything. No feeling is more depressing. Self-confidence becomes forever impaired.

Another type of child, caring just as deeply, may throw out his chest and pretend he could get the work if he wanted to. Rather than face what his teachers and parents have made him feel was the humiliating fact of his inability to cope with the situation he stoutly declares to himself and to the world that, "Hum, I could get it if I wanted to," and all the time he'd be willing to sell his soul if he could get his lessons "like the other kids do." But to try, to be seen trying and then have only failure—that he cannot stand, so he plays the part of "don't care," the Fox and the Green Grapes, perhaps unconsciously. He loses his sincerity in pretending a thing which is not true.

Then there is the child who gets sullen and morose under this ordeal.

Well, what are we going to do about it? One doesn't know exactly. First we have to face the existence of such a condition. Parents and teachers have to look forward to an adjustment of the school system. Parents and teachers have to adjust their sense of values and begin to place the emphasis on how we can place Johnny where he can live up each day to the fullness of his own capacity, meeting his tasks, working at them, succeeding, generating self-confidence which is a large element of power for the next development.

Parents of the slower type of children should demand that their children be placed in smaller groups where their personalities can develop in the proper way instead of feeling it a disgrace when such a step is taken, and teachers must feel that the contribution of the

slow child is just as valuable to life as is the contribution of the child who is brighter.

THE TEST'S PICTURE OF THE CHILD

With the World War came the use of the mental test as applicable to large groups. Psychologists decided that if group tests were of value in the army they could be of service in the national educational program also. The game was on. Psychologists, educational leaders, and teachers compiled group tests, gave group tests, preached group tests. Educational Research Bureaus were established throughout the larger cities to supervise the giving of and study the results of group tests. We began with high schools and worked down. Now we have group tests for kindergarten babies and work up, and still the group test is in its beginning.

For a psychologist of a large school system to aspire to know each one of the children by means of an individual test was a hopeless aspiration; not only from the standpoint of a scarcity of psychologically trained examiners, but from the standpoint of the time involved in the giving of each test. By this means one could hope to reach only a few of the crucial problems. Yet one with insight knew that in the ranks was many a child needing the mental test either to put him ahead where his bright active mind could have tasks suitable to its capacity, or needing the test to tell the teacher he was not yet ready to do the task demanded of him, try as he might. Therefore, the group test as an instrument for classroom measurement was a godsend. It is a "coarse combing" so to speak of the situation; those falling in the average group can be discovered by this method of testing and

the individuals coming higher and those falling lower than the average can be located and steps taken to study their individual needs.

Group information is of value only if taken into consideration with the teacher's judgment. This does not necessarily mean that her judgment predominates. The testing program contributes toward a school system—organized to meet the needs of the child, making it possible for him to live up to his "best self." Therefore when a series of tests shows that the child has an ability to work beyond that which his teacher has felt possible, let him try it. He must have had power of some type to have obtained a good group score record. Give him his chance.

If, on the other hand, the result of the test indicates that the child cannot do work which his daily efforts prove he is doing, let him not be kept back because of test results. In this case the teacher's judgment should predominate until it has been proven by a semester's work that she is over-estimating the ability of the child.

Give the child his chance! With this rule carefully worked out no child is apt to be harmed by a testing program and no other procedure is ever quite safe. The teacher may not know her child; there may be more capacity in him than she is bringing out, more than the environmental conditions make possible for him to express under the daily program. And surely if the charted results of a testing program show failure, but if the teacher feels the child's daily work is satisfactory, cold charted figures would not outweigh the argument of the vital things the child is doing in his day's work.

It is a terrible thing to keep a child

back when he is capable of going on. The subject of promotion involves a tremendous responsibility. If the tests have been carefully given by well trained individuals and if the results be used sympathetically they are invaluable as aids in helping to get a picture of the child's mental capacity. Certainly no one who has ever used them for school placement would dream of getting along without them. No one who has ever used or seen the test used properly would dream of planning a special program for a child without the knowledge which can be revealed only through the medium of the test.

But scientifically and sympathetically to decide upon the best placement or best program for any one child means that the test or tests will be taken only as a contributing factor in the final analysis. No psychologist will ever put all his faith in the result of any battery of tests, however perfect it may seem to be for the mass of children.

The greatest value in a testing program to a school system is the *standardization* made possible by the intellectual and achievement tests for each grade throughout the system. It does away with having one standard for one school and another standard for another school. Such a procedure demands that teachers *think in reference to facts and standards*; that they have something *definite* to work towards. It is probably safe to say that any teacher's judgment at the end of a three year's testing program will be much more reliable and scientific than it would have been in a system where no such program had been carried out. It is a definite stabilizing, scientific standardized thing with which to work. While we work with groups, attention is centered on individuals. Each child is

studied, analyzed, and watched to see if he is measuring up to the chart picture presented of him. If he does not, why not? And his case should then be one for individual study. Does this vast testing accomplishment mean that each child so charted is properly placed? It means that there is far greater probability that he is properly placed than with any other known method.

Tests, like fire, are of inestimable value when used with discretion. But the worshiper of the test is as far wrong as was he who in past ages worshiped the fire as an end in itself, failing to realize that it is but one attribute of the All Power that rules the universe.

Life cannot be pictured on a black and white chart for any one individual although the chart picture is of great value if taken into serious consideration in the process of analysis of said individual.

Many unexpected factors may enter in. There is a type of child who never on any test will prove his capacity though his daily work may be satisfactory, sometimes surpassing those who get a much better rating on the group tests. The word "caution" should be written above and under, through and around all tests where there is any question in the mind of the teacher as to the fairness of their results before a definite decision be made in regard to a final placement; for instance, a boy, who by the group test procedure registered an I.Q. of 79 was to be advised not to go to high school. Because of his satisfactory daily work in school the teacher requested an individual test. In this test the boy registered an I.Q. of 108. He was a high strung, super-sensitive boy, extremely timid; even with the mental capacity which the

individual test revealed he will find the social adjustment of high school difficult for him. He is the type of child who needed, years ago, and still needs the aid of a psychiatrist to help him understand himself, help him build up his self-confidence and acquire stability of emotion. He was a fine, honorable chap who could not have been judged by group test procedure, who needed individual study.

Although the individual test is usually more reliable than the group, even here we must be cautious in making too definite a prognosis. We may have on our hands a clinical case, a child who is emotionally tied up from some cause or other and who, if fortunate enough to have proper clinical help, or change of home or school environment, or relief from some physical strain, may register later much higher than at first would seem possible. One child, on a test two years ago, registered an I.Q. of 51. This year, on the same and check up tests, he had an I.Q. between 70 and 80. A nervous, neurotic child but with attitudes toward life that make for success; a driving urge and determination to make good that puts to shame many another child with greater capacity.

There are enough evidences of those who were doubtful candidates for high school, according to group test ratings, and who are still making good in high school to prove that it would be a valuable contribution to make another careful survey of such children and study the reason for their making good in spite of low ratings. Also a study of equal value could be made of those with high I.Q.'s who fail to make good. This would evolve into a study of the emotional life of the individuals in question.

Nine years ago, Dr. Virgil E. Dickson in a lecture concerning the value of using tests as placement guides in the public schools said (quoting from memory):

"The tests are the best measuring instrument we have ever had or have at the present time. It is a pioneer work; in ten years we may be laughing at what we are now doing." That was nine years ago. We are not laughing at what we did then; the work has grown; the school systems throughout the country have given children the fairest chances they have ever had. Many school systems have accumulated a vast amount of chart data which is good and which has been used advantageously. Now, however, we should be ready to step into a broader and even more sympathetic study and understanding of children and of life than before. Careful and scientific as the tests have been we find children with high I.Q.'s who are not living up to their capacities and children who register lower that are forging ahead, not making startlingly brilliant achievements but steady, stable, dependable progress which is, after all, the crown of success.

In individual tests we find children who almost tip the scales that would place them in higher levels. We have children who seem to have innately weak memories but are strong in all other lines, children who lack a number sense only, children who find reading especially difficult but can do other types of work with at least a fair amount of satisfaction; visual memory is sometimes deficient. We need clinical classes where these children could go (quoting from Jessie LaSalle²) "as to a sanitarium,"

² Assistant Superintendent of Schools, In charge of Research, Washington, D. C.

and be built up along the lines of their deficiency.

From each individual test would it not be a good thing to map out an experimental remedial program in an attempt to round out the child's development, to re-educate along deficient lines? For this work we need clinical classes. As the custom of giving group tests not only stimulates but demands that the teacher have definite accomplishment standards in mind instead of expecting too much or too little in the line of achievement, and the program of the group test is a challenge demanding that the teacher make a scientific, well-balanced estimate of each child's capacity, so a clinical program throughout the school system would develop in the teacher a *clinical attitude*, a desire to know of and be able to use remedial methods, to reclaim the child and bring him up to his fullest capacity.

During the next ten years, with the accumulation of such facts at hand which the testing program has given us, we are going to do more thinking and talking about attitudes and drives, about re-education and habit training clinics, than we are about the bare facts of mental age and I.Q.'s.

THE CLINIC

A clinic exists for the individual study of children whose problems lie deeper than the superficial group test can diagnose.

In a few of the public school systems they have been incorporated. There is a crying need for them and in the very near future clinics will go automatically with Research Departments. It will mean the employment of at least one full time psychiatrist who will function in cooperation with a regular physician

and neurologist, these in addition, of course, to the psychologists who should have strong and adequate background and foundation in clinical psychology.

In this day of efficiency in handling group tests for the first general classroom survey there is scarcely an excuse for a psychologist to give individual tests unless time enough can be given to each test for a clinical examination and the examiner be one sufficiently trained to give clinical interpretations. Anything short of this procedure with individual tests at the present time falls, it would seem, below par.

Even in a system that has not yet employed a psychiatrist—the psychologist, by taking the clinical attitude, can do much in this line. This does not mean that a psychologist is to acquire a host of big terms used in the field of psychiatry, the meanings of which are doubtful; it does not mean that he should be constantly discovering that the child is a possible candidate for some dreadful mental disease in the future. It does mean that every phase of the test will be taken into consideration before a definite recommendation is made or a prognosis given, that not only the cold result of his test be considered but also the type of his answers must be taken into consideration,—whether his answers were total or partial in their failure, whether the wrong answer represents a lack of capacity or represents an emotional condition that is temporarily preventing normal functioning of the innate capacity.

In a recent test an eleven-year-old colored boy, by the type of his failure revealed to the examiner the possibility that his inability to give correct answers was of an emotional rather than a mental nature. He was a sullen, discouraged

little fellow; fortunately his mental examination was followed by a conference with a psychiatrist who discovered, among many emotional difficulties, that the child was terribly worried about his mother who had died two years previously. An hour or so weekly for a period of time was spent with the lad with the result that his whole attitude toward life changed, his thinking became clearer, his conduct improved, and life held something for him worth while. It would have been very easy to have seen in that test only a mental age and an I.Q.

There is a crying need in the testing program of a school system for deferred judgments, for the doubtful and borderline cases and foreign children to be given sufficiently long tryouts in new situations before they are pronounced either one thing or another.

In a school system it is impossible at the present time to follow each test result with the study of a psychiatrist; it is often impossible to place the child in exactly his proper setting. For instance, many little people of the slower type are too old to adjust to kindergarten and not yet mentally mature enough to begin first grade reading. They need to be placed in a pre-primer group. Many schools, unfortunately, have not yet organized the pre-primer group. However, the discussion with the teacher in regard to the child's needs gives her an idea what she can legitimately expect, her attitude toward the child is correct, and that in itself is a step toward meeting the child's problem.

Examiners should attempt to carry out an analytical, detailed character and personality study with each test, praying for the insight of a psychiatrist, or, if there be virtue in prayers, pray

for psychiatrists in school systems, and for teachers with understanding attitudes. The need is for teachers who realize that no child wants to be bad, that no child wants to fail, that back of each failure, each misbehavior is a cause which, if understood, might be removed.

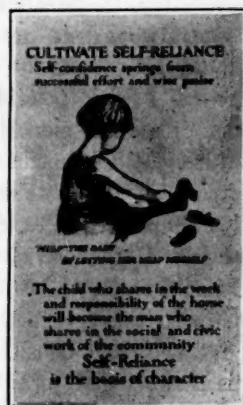
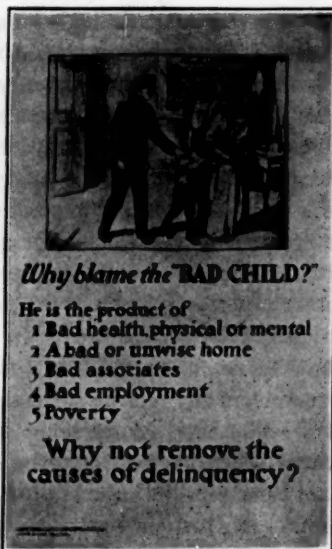
Dr. Adler,³ says many things of value to those who work with children:

"If you tell a child offhand he is untalented and he then proves untalented,

this does not prove that you were right. You 'fixed' him! And you must not wonder at your evil results."

Children and adults who give to humanity their *best* selves develop best under the stimulus of understanding love of those who believe in them while realizing limitations which are not scorned. The important issue is not that each individual make a gigantic contribution but that each individual make a contribution to life that represents *his best efforts*.

³ Professor, Pedagogic Institute of Vienna.



The Clinic's Contribution

GRACE CORWIN RADEMACHER

Day Nursery and Free Kindergarten Association, Cleveland, Ohio

THE re-discovery of the child variously referred to as the Mental Hygiene of Childhood, the Newer Emphasis in Child Study, Habit Training and similar titles did not suddenly evolve but like most scientific advancement was the result of many trends and achievements which had been coming about for some time. At the outset let us examine briefly the origin of the movement and consider some of the immediate factors which contributed toward this newer approach to the study of the child. The public school quite unconsciously at first played an important part in preparing the way. It appears that prior to the passage of the compulsory education law, children who did not progress in school, dropped out at an early age and sought employment. After the passage of the law, it was found that there remained in school many children who were repeating grades or who were one or more years behind the grade of most children of similar chronological age. This phenomenon came to be known technically among educators as the *retardation problem*.

THE TEST'S DISCOVERIES

Working in another field at about this same time psychologists were trying to devise a scale for measuring intelligence. Finally Terman experimenting at Leland Stanford University revised and standardized what is universally known as the

Stanford Revision of the Binet Simon Test. It was only natural that the school should be approached as the most logical laboratory for the use of such tests. The educator, too, saw the possibility of receiving some assistance with his now overwhelming retardation problem and retarded children, especially, were given psychological tests. The results were pertinent. Many of the children, as had been expected, were found to be dull normals, morons, or even more grossly mentally deficient. However, there remained a group of children who although one or more years retarded were found to have adequate or even superior general intelligence. It was evident that in these instances some factor other than limited intelligence was responsible for their poor adjustment. We now know from the subsequent work of psychiatrist, psychiatric social worker, and visiting teacher that this other factor is emotional in nature and that if not corrected will probably handicap the individual in his adjustments throughout life. Thus *the chief contribution from the school and from mental testing has been the individualized approach to the various problems and difficulties of childhood.*

THE PSYCHIATRIST IN THE SCHOOL

Laboring in a different field psychiatrists, in their work with patients who had broken down to such an extent that State hospital or psychopathic hospital care had been necessary, gradually came

to the conclusion that most insanity did not suddenly develop—but, from studying the life histories of many patients, came to believe that the roots of the break-down extended back through the individual's entire life even to early childhood. The psychoanalysts have been even more dogmatic in their views regarding the importance of impressions which a child receives before he is five or six years of age in determining his attitude as an adult and his ultimate personality adjustment. The National Committee for Mental Hygiene, organized about 1907, has been untiring in its efforts to stimulate research along mental hygiene lines and in disseminating this knowledge to the lay public. During the war there arose a need for a social worker especially trained to work along with the psychiatrist in the care and rehabilitation of so-called shell-shocked soldiers. This need was met by Smith College, which, under the auspices of a committee of the National Committee for Mental Hygiene, organized, in 1918, a Training School for Psychiatric Social Work. This training school has continued ever since but needless to say the applications of psychiatric social work are no longer limited to the task for which the school was originally founded. In fact, our Behavior Clinic here in Cleveland represents one of the newer applications of the principles of the mental hygiene of childhood. It has, of course, many types of children referred to it and also is always at hand to offer a consultation service to teachers on behavior problems of any kind.

BEHAVIOR SYMPTOMS

Children who need special psychiatric handling may be roughly divided into

two groups, first those who are blatantly disturbing and force notice of their conduct upon teachers and associates. This type of individual who is rather easily singled out, includes the fighter, the tease, the cry baby, the enuretic, the case of temper tantrums, the child who will not join the group, and many other types who are equally extravagant in their behavior. Undesirable personality manifestations on the other hand, though of equal or even greater importance in the development of the child, are not easy to recognize as problems and are sometimes actually encouraged as desirable. The child who is never able to amuse himself or to be alone may pass as unusually sociable but may later spend many unhappy lonely hours as an adult. However, above everything else the child must be taught to face reality. There are many ways in which even the young child may try to avoid this. He, as an unmoral egoist, may wish to cling to infantile habits long after they normally are shed. Fear or incessant crying whenever separated from the mother even for an instant, enuresis, dependency in dressing and eating, or jealousy of a younger brother or sister may be some of the ways in which a child may vigorously protest against growing up. His own ego, at birth omnipotent, must learn through a constant application of the pleasure-pain principle that certain types of behavior bring him pleasure or satisfaction and that other types cause him pain or dissatisfaction. He must also learn, and this is even more difficult, that the present inhibition of certain pleasure-giving or satisfying behavior will result in a greater satisfaction, if postponed. This is called the principle of delayed rewards. Parents as a rule are not consistent teachers of this

principle and consequently the lessons have been only half learned. It is, therefore, worth while to the child to take a chance that each time may prove the exception.

As babies, children receive an enormous amount of attention—they may do anything and everything without incurring social disapproval. Often, in fact, types of behavior are encouraged in infancy as for example, displaying themselves nude for which same thing they would be severely punished a year or so later. A child who has begun to find reality too difficult may do several things—he may seek to remain in a state of infancy or he may withdraw from reality and by refusing to mix with other children create a world of phantasy in which he is the hero and receives all of the attention that he desires. He may at an early age learn to distort reality by seeking flaws in others as in tattling or as displayed in the child who excuses his conduct by saying that "the other fellow started it," "he hit me first," etc. Even more serious is the child who ignores reality and, by turning his mind in upon himself, becomes absorbed with his own thoughts. These may be so interesting to him that he actually causes very little trouble in the classroom. He is likely to be a goody-goody, and is often erroneously held up as a model to the rest of the group. One cannot treat an introvert, as such a one might be termed, by trying to force him into reality. It is extremely difficult to get him to confide in anybody. If a confidence is forced it will simply drive him farther and farther into himself. Sometimes children who fail in some particular situation minimize that failure by falling back upon previous successes, "No, I didn't make a good pin-wheel today but

remember what a wonderful one I made last week." Children, too, have feelings and are quick to sense the injustice of the unfair tactics of adults. This may cause some to scorn authority, some to reject or rebel and others to make use of the same sort of tactics. We have as results, the rebellious child, the untruthful child, the child who is considered not dependable, etc. Children are also subject to feelings of inferiority, real or imagined, which may cause them to exaggerate the opposite trait, as for example—the actually fearful, cowardly child who assumes the rôle of braggard and bully; or, a child with a marked feeling of inferiority may withdraw from the group and fall back on some one or another of the substitutes for facing reality.

ANGELO

In order to more graphically describe the work of the Behavior Clinic it may be of interest to briefly discuss one of the cases which has been referred. Angelo, five years of age, of Italian parentage, was referred by the director as one of the outstanding behavior problems in the kindergarten group. There were other difficult children to be sure but she felt that with the others there was, at least, an understanding of the motivation of their conduct. Angelo, however, remained an enigma and she could in no wise account for his disturbing reactions. He was a decided disciplinary problem, the chief difficulties being fighting, hitting other children, kicking, and disobedience. The physical examination revealed enlarged cervical glands, somewhat enlarged tonsils, and a slight lisp. Tonsillectomy and special speech training were recommended. The psychological study showed that Angelo had a

mental age of 4.4 on the Stanford Binet Test and an I.Q. of 98. His poor English and inability to express himself was thought to have had some bearing on his score. During the period of study, Angelo, although unknowingly



suggest some of the underlying mechanism.

At lunch a student teacher asked him to pass the graham crackers. He did so but in a very teasing manner pulling the plate back as soon as the children reached for the crackers. One boy, noting what was happening, looked the other way when he reached for the crackers but Angelo would not serve him until he turned around. After lunch, without apparent provocation, Angelo suddenly ran up to one of the other little boys and hit him. All of the time that he was doing this he was careful to keep his eye on the teacher. He had a toy pistol with which he would "shoot" people, explaining that he was Tom Mix. Later, on the playground, his attention was attracted by two strange children, apparently brothers, who were on the grounds. Angelo followed them about and repeatedly went up to either one or both and hit them. They protested and ran away but he pursued. They made slight attempts to fight back. He continued this bullying until the smaller lad cried, whereupon he deserted him immediately and directed all of his attention to chasing the other brother.

The social history showed that the father and mother were both born in

southern Italy but came to this country as children. The mother had at one time attended this same nursery. Angelo's mother and father met at the home of a relative when they were seventeen and twenty-seven respectively. After less than a two month's acquaintance they eloped and were married later after the girl's father's consent had been obtained. They did not get along well together and she soon became very unhappy. After two weeks, the factory where the father had been working closed and he was out of steady employment for two years. During this period the family had to appeal to the Associated Charities for assistance. When they were first married, Angelo's father and mother boarded with the father's married sister, who had a baby, and then moved to another married sister's where there were three children in the family. They lived there until Angelo was nineteen months old and as his mother knew nothing about babies and the sister-in-law knew much, she assumed complete care of him. The family next moved to Buffalo, New York, where they made their home with another uncle who had a boy one year older than Angelo with exactly the same name.

When Angelo was twelve months old it had been noticed that he could lift bricks and was in general unusually strong for a child of his age. A distant relative who called at the house frequently over a period of six months, observed his strength and began teaching him to fight. The spectacle of his little baby fists pounding the adult was considered cute and his pugilistic accomplishments were exhibited whenever friends came to the home. He thus developed into quite a fighter which

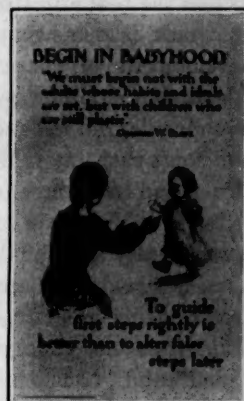
stood him in good stead when they went to live in the home with the older boy cousin of like name. Also Angelo soon had a younger sister, who, because of much illness and a predisposition to tuberculosis, has always been much petted and babied. He, however, remained the favorite of his father who seemed to take a fancy to him as soon as he displayed this unusual strength. When he was three and a half his father became ill and after over a year's sickness died of cancer. Much of the mother's time, during her husband's illness, was taken up with his care and Angelo was left to his own devices, played outdoors considerably and indulged in fighting as much as he wished. When the doctor would call to see his father, the child would stand by the bed intently watching his father's face and if he showed signs of pain during treatment, Angelo would clench his fists and threaten to kill the doctor.

After the father's death the mother and the two children returned to Cleveland where they have been making their home with the mother's father, stepmother, and a younger brother and sister. The quarters are crowded and the neighborhood has now become predominantly colored. All of them have a hand in disciplining Angelo and he is now under the direct care of his mother very little as she is employed from noon until nine o'clock in the evening. During the morning Angelo is, of course, at the Kindergarten.

The psychiatrist found Angelo an attractive, well-built boy of pleasing personality. The causative factors in determining and perpetuating Angelo's present behavior, he felt, included Angelo's early training with reference to fighting, the experience of strength,

the possible assumption of the father's function in the family, and the multiple disciplinary agents in the various preceding homes and the present home. His fighting, it will be recalled, was the first thing which brought him attention from his father, who has been almost the only one to favor the child. Even in his present set-up most of the attention which he does receive, even though it may be attention in the form of scolding or punishment, is gained through his fighting. There is also the possibility of an early misunderstanding of the rôle which a doctor plays in illness, which may have occasioned an unconscious desire on the part of Angelo, to become adept in shooting and fighting so that he might "kill" the doctor whom, as a child, he believed "killed" his father.

In regard to recommendations, it was felt desirable to limit the number of disciplinary agents and for this reason plans are in operation whereby the mother and children may have rooms to themselves in a better neighborhood. During this summer, Angelo was in attendance at the Nursery Camp for two weeks and was under the sole supervision of one person. She reported, at the close of the period, that he had exhibited no unusual tendencies toward fighting or striking other children and that he had not been a problem child while at camp. Treatment processes will consist, not only in psychotherapy, but in



a selection of the environment and eliminating as far as possible the multiple disciplinary agents at home, school, and nursery. Also by supplementing his play with competitive games and athletics which will call into use the larger muscles of the body we may thus re-condition his group responses so that he may obtain recognition and satisfaction through some more desirable form of activity. This type of case illustrates the inherent value to the teacher as well as to the parent of an appreciation of some of the causative factors which are determining the undesirable behavior.

The case cited which has been merely sketched has been used to show the complex relationship between the individual's physical and mental make-up and his social environment—a relationship to which his reactions and his behavior are symptoms. The question naturally arises—what part may a teacher play in a program which has for its aim the best adjustment of the child? Her task is somewhat limited to the development of the child within the schoolroom environment. However, he is under her surveillance from three to five hours each day if he is in the kindergarten and from three to a possible eight to ten hours if he is in a nursery school—consequently the kindergarten or the nursery school does become an important factor in his life. If she will free her mind from the concept that there are “good” and “bad” children and realize that each is reacting in an individual manner to his environment, she will be better equipped to keep an objective attitude toward all. The teacher, of course, cannot attempt to unravel the child's background nor can she delve very deeply into the psychology of a particular child and certainly she cannot

learn a great deal of his physical-physiological make-up. She may, however, continue her interest along these lines by reading, lectures, and study. She must learn not to be prejudiced because of the child's parentage nor must she feel because of her knowledge of a poor heredity that she has solved the case. She may often find herself in a position to interpret, in a sense, the child to the parent and render assistance both to the parent and to the child by affecting a change in the parent-child relationship.

THE TEACHER'S RESPONSIBILITY

In concluding it should be reiterated that the habit patterns and social attitudes which a child acquires before he is of public school age will pretty largely determine his subsequent attitude toward school, toward friends, toward authority, toward society, and toward himself. These patterns will be molded first by the home then modeled by the nursery school and kindergarten. Teachers in these departments have a greater responsibility, not in instilling a certain amount of academic knowledge, but in character formation and personality development, than the teachers of any other grades or subjects. The kindergarten or nursery school, as the child's first experience in an environment outside of a protecting home environment, which in many cases he has learned to control exactly as he wishes—is in itself a test of the individual's adaptability. His response to his first objective treatment will be determined by the appreciation which the one in charge has of the fact that an adjustment is taking place and in her ingenuity in meeting concrete situations without emotion. The nursery school it appears will presently be in a position to con-

tribute a considerable amount of concrete material to this subject through its use of detailed studies, case histories, and diary records. In many instances there is now no set formula of technic, as much of the work is still experimental in character. One outstanding lack heretofore has been the absence of any established norms either as to the intelligence, achievements, or habit patterns of the two-, three-, four-, and five-year-old. In addition to knowledge gained from direct work with the kindergarten and nursery school age child some light will continue to be shed on his psychology from the study of the adult, the adolescent, and pre-

adolescent. In fact, the kindergarten teacher herself, in order to appreciate fully the potential significance of seemingly insignificant behavior, should have some knowledge of the psychology of the adult and older child.

We have stressed especially the responsibility of the kindergarten and nursery school teacher and the potential power which she possesses. This will, of course, demand earnest effort, originality, and an ever objective attitude on her part, but it is believed that the result in terms of happier and better adjusted individuals will more than repay the effort expended in the earlier guidance of their development.

THE PRAYER OF YOUTH

Slower, slower, pray—
 Oh, let the scream of progress
 Soften to a hum,
 We may not hear
 Too soon—too soon.
 Give us one short hour
 Of innocence
 Before you shove the future in our faces—
 A tangle of prosaic round and rut.
 One hour—before life blows us here and there,
 Snatching dreams and tears, and stealing
 The child glow from our eyes.
 Leave us awhile our faith—
 Then we shall stare, like you,
 Bitterly disillusioned—blankly
 Back into the defeated eyes of age.
 We do not know these things of Life—
 But we shall learn,
 And then—
 Youth will be dead.
 Nor shall it ever live again
 When that day comes—
 We pray,—a little time.

—DON HENDERSON

Los Angeles Anthology of Student Verse

Recognition of Problem of Children's Behaviors by Interested Organizations¹

Child Education Foundation

The School of the Twenty-Four Hour Day

IN THIS calm and peaceful atmosphere my child would be 'like a bull in a china shop' is a remark often made by the visiting mother of a prospective pupil of The Children's Home School of the Child Education Foundation in New York City.

When the mother has gathered sufficient courage she asks to visit the school whose peace she fears her son has shattered. He is usually a boy whose vitality has been maligned and it is hard for her to believe when her eyes behold him, that her son is now not only a law-abiding but a happy citizen of a working community.

Unwilling to surrender her prediction she emphasizes the difference between the three-hour school day and the twenty-four-hour home day scoring all the advantages in favor of the former.

To prove right behavior the outcome of right conditions, the Child Education Foundation found it necessary to take on the twenty-four-hour home day. For the past eight summers, therefore, this has been done in the house of Mary A. Greene at Croton-on-Hudson.

¹ All illustrations in this section are furnished by The School of the Twenty-four Hour Day; Child Education Foundation, New York City.

Twelve children from two to six years of age have been selected from the various New York winter schools affiliating with the Foundation. They are given the advantage of at least four successive summers of the twenty-four hour day, thus adding this time to the three- or eight-hour school day of the winter. During the past summer one member of the group enjoyed his birthday of fifteen months while in The Nursery School. His record proved him the hardest and fastest worker with more achievements to his credit than any member of the community. In the accompanying pictures he may be seen in some of the activities of his work-a-day world.

THE CURRICULUM OF THE 24-HOUR DAY *Physical hygiene*

Sleep—12 to 13 hours
Regular elimination
3 meals and mid-morning lunch scientifically planned
Sun-baths gradually increased from three minutes to one hour and a half
Evening baths
Rhythm and posture exercises
Gymnastic apparatus and tree climbing
Gardening
Exercises of practical life—the care of the person and all things in his environment which contribute to his welfare from preparing vegetables to making beds. Cooking not included

Mental hygiene

Conditions organized so all action can be initiated, perfected, and carried independently to completion

Montessori work materials with which natural forces are conserved and satisfaction felt in the achievement of a definite end

Play and creative materials

Music and songs

Stories

Evening prayers

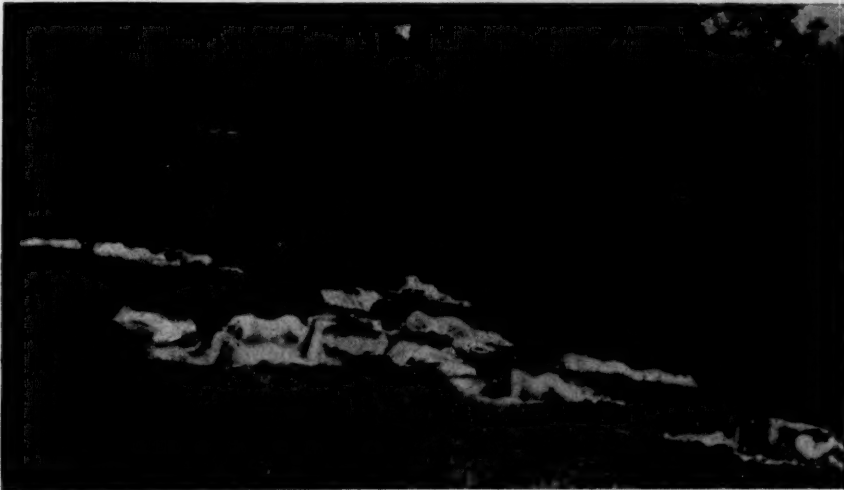
The facts of nature given to him through experiences

We have found what children do is not nearly as important as how they do it and what happens to them during the process. If conditions around them are arranged so their actions and their relationships give them the right practice, the following habits will be formed: self-reliance, courage, personal responsibility, self-respect, concentration, and social efficiency. Thus right behavior even in time of stress and strain will become habitual. Concrete traits of character must be woven into the moral fibre of a human being; they can't be put on and off at will.

"The proof of the pudding is in the eating."

Jane, aged 4, was taken to the home of her teacher for a week-end visit. While there two or three children were invited to dinner. After finishing her meal, Jane said, "Excuse me, this is the time I take my nap." As the child went out of the room, the mother of the hostess said, "You are not going to let that child go upstairs by herself, are you?" "Of course," said the teacher, encouraging Jane's initiative. Later she found her sound asleep, having taken off her outside garments and arranged them in an orderly fashion.

The behavior of wilful daughters, melancholy sons, and dominating adults has been made by conditions which have given practice in these modes of behavior until they have been made into habits. Wilfulness, melancholia, and tyranny may be the perversion of innate power and possibilities for good. A psychologist said he was convinced that every frailty of a human being was some perverted good.



CHILDREN TWO TO SIX YEARS OLD TAKING SUNBATHS

The aim of the Child Education Foundation in its two hundred or more Preschool Classes is to furnish an environment scientifically arranged by meeting the child's individual needs, so that he can live to his full capacity even at the early age of two years. To achieve this aim the child must be guided by a teacher scientifically prepared. Every class might be called a Habitorium for it is in such an environment with others of his own age that he recognizes, as we do, the laws of a universe. Habits of behavior are formed which serve him in his own small group as well as in the larger environment he meets in later life.²

Personality tests show many children at the age of four who are distinct behavior problems because their high mentality is handicapped by wrong emotional habits. These wrong habits must be eliminated before the mentality can function to its full capacity. The

² See Child Education Foundation Chart for *Aims and Purposes in Habit Formation of the Pre-School Child*.

removal of emotional obstacles clears the behavior just as the skin is cleared when some internal physical disturbance has been removed.

Because the child's own home has so many members for whom to provide, the right environment for the child's changing needs is both expensive and difficult to achieve. To furnish such surroundings is the particular purpose of the school. To the father who feels that the entire care of the child from two to four years should be given by the mother, the question might be asked if all departments of his business during the twenty-four hours of the day should be carried by himself.

The father, mother, and teacher must be unified in their work with the child. The home and school must cooperate in their efforts and both places must give the child opportunity for the practice of habits in right living. Only under such conditions can we conserve these great forces of feeling and emotion and thus insure the forward sweep of human progress.

Child Study Association of America

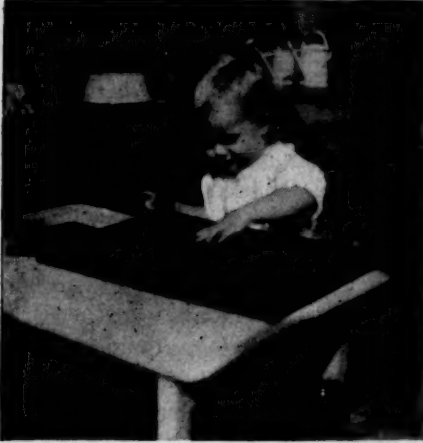
Parents' Study Group

The Child Study Association of America functions directly in the field of parental education through helping the parent meet the problems of children's behavior. One of the most effective methods of parental education which this association has adopted is the study discussion group for parents.

It is more informal than the lecture and more individual and accessible than the large university class. Yet it is not so small and informal as to lose the ad-

vantage which comes from an impersonal discussion of problems arising in homes of varied types. The parents' study group, as it has been developed by the Child Study Association over a period of thirty-eight years, tries to make use of both pure science and practical experience. It goes to authorities for principles and endeavors to develop in its members the ability to apply these principles to their own situations. Usually made up of fifteen to twenty-five

mothers—and of late a percentage of fathers—the study group has become not only a place for the study of authori-



DISCRIMINATION IN FORM AT FIFTEEN MONTHS

tative literature in child training but also a place where a study of the more involved relationships between parents and children may be made.

The problems which parents bring for discussion vary from seemingly trivial daily irritations to serious behavior difficulties. Each problem must be approached with due consideration of all its attending circumstances, and yet there are certain general and fundamental principles which will help all these mothers, not only in meeting the immediate situation but in becoming progressively more able to understand—even to forestall—difficulties.

Young mothers, surprised and baffled by the first unexpected resistance of a small infant to authority, are constantly asking, "How can I make my child obey? When and how should I punish him?" Older mothers find the methods which succeeded with the first child unadapted to the varying needs of the other children. Grandmothers find their tried

methods of discipline in conflict with those of their children.

Here is a typical situation which a young mother presents for group discussion. A two-year-old boy is persistently "naughty." He plays with things on the table; he opens the icebox door and hauls all of its contents out on the floor; he takes off his slippers outdoors. He pays no heed to repeated injunctions not to do these things. The mother asks for suggestions: How can she prevent these annoying activities? How can she make him obey when she tells him to stop? Will punishment deter him? What punishment?

To her these are the pressing questions. But the group under the guidance of its leader sees more fundamental consideration involved: What may be expected of a two-year-old? What are his normal desires? What impels him to handle forbidden things—to explore the icebox? Is the impulse here manifested "naughty"? Is it undesirable?



DISCRIMINATION IN SIZE AT FIFTEEN MONTHS

Is he really disobedient or is he, rather, curious? What relation has the development of these impulses to the

growing up process? Since the handling of things is one great way of becoming acquainted with the world in which he lives, is it wise to inhibit this desire for handling, for placing and arranging objects? Is it perhaps more desirable to direct in a constructive manner this desire for activity? What are the possible results of continuous thwarting?

Can we reason with this two-year-old about playing with his own box but not with the icebox—can he be made to understand that his slippers may be taken off at certain times only?

Is punishment for such activities a positive or a negative measure? Will it effectively deter him? Is a deterrent desirable? Why not?

This is of course only one of the many kinds of problems that are presented for discussion in study groups. The needs of parents are so varied that it has been thought best to organize groups of mothers with similar interests. One group plans to study the psychology of the young child; another, the changes of adolescence; another, the development of the child between early childhood and the beginning of maturity; still another, the emotional and mental factors of infancy. Sometimes a particular aspect of the development of childhood is studied, such as mental hygiene or sex education.

But the study group does not stop with considering the psychology of the child at different stages of development. Often members who have an understanding of the principles involved in child training nevertheless find difficulty in the application of these principles. As the group studies situations of this sort it becomes evident that other factors are involved. It seems to be generally accepted that because a woman is mar-

ried and has a child she becomes at the same time adjusted to the changed conditions, but often this is not the case. She may still have strivings, aspirations, and unfulfilled desires. A conflict may result which may make her emotionally unable to solve her difficulties with her children even though she understands the principles involved.

Or again, there is the mother who has achieved through study group work a knowledge of hereditary factors, but is so emotionally involved that somehow her knowledge doesn't seem to be of practical use to her. Consciously or unconsciously she thinks that her child, merely by virtue of being hers, is bound to be beautiful, intelligent, and possessed of all the graces. She cannot see her child as he really is, and therefore her training will very likely be ineffective.

So the study group must face the problem of helping parents meet frankly their own conflicts.

The work of the study groups is supplemented by a yearly program of lectures and conferences by experts in the educational field. The topics chosen are related to the more intimate group study work.

The association is represented on programs of conferences of related interests in this country and abroad. Among such recent conferences were the World Federation of Education Associations, Toronto; Northwest Conference on Child Health and Parent Education, Minneapolis; Mid-West Conference on Education for Parenthood, Kansas City; School for Parents, Oklahoma City; Concerning Parents, Baltimore; National Council of Parental Education, Detroit; Southern California Conference on Modern Parenthood, Los Angeles; and the Educational Conference at Locarno.

Among the publications of the Child Study Association are *Child Study*, a monthly magazine published from October to May. It contains special articles, reviews of educational books, magazines, journals, reports of lectures and news in the field of child study.

The Outlines of Child Study is a manual for use in study groups (A revised edition, 1927, is now ready).

Guidance of Childhood and Youth (a companion copy to the *Outlines of Child Study*) furnishes carefully selected source

material on the topics listed in the *Outlines*.

Concerning Parents contains all the addresses given at the Conference on Parenthood, Oct. 1925.

Studies in Child Training is the title of a series of pamphlets containing the following topics: Obedience; Rewards and Punishments; Truth and Falsehood; Curiosity; Use of Money; Habit; Imagination; Health Training of the Pre-School Child; Answering Children's Questions, Sex Education.

Children's Bureau

Parental Example and Children's Behaviors

"Father said so" or "Mother did it" are sayings which show how great is the influence of parental example in the lives of young children. A child naturally tends to imitate the example of those with whom he is most closely associated, and this makes it of the utmost importance that older people furnish him with the kind of models they desire to have imitated.

The power of example is a great factor in training children to be truthful, for instance. Lying on the part of children, the source of so much concern to many parents is frequently the imitation of some practice by other members of the family who themselves are inclined to meet various issues in life either by self-deception or the deception of others. Such every-day excuses as an alleged headache, or saying that one is out when an undesirable neighbor calls tend to give the child the idea that evading the truth is a very useful bit of technic in dodging new, untried, and difficult situations.

It is not difficult to teach most children that truthfulness is worthy of effort and that it brings them the approbation of those with whom they live. A child naturally wants to please those whom he loves, and wants to have them say so. This love of approval can be utilized by parents in training children in right conduct.

Jealousy, more than any other emotion, perhaps, is dependent upon early environmental conditions for its development. To avoid the development of jealousy, parents must strive to teach their children to be unselfish and to learn that they have certain obligations toward the family and toward the community in which they live. Here, too, the child can be trained in proper attitudes by suggestion and imitation.

While childish fears may often be due to circumstances for which parents are not to blame, they are sometimes caused by the attitude of parents. Many mothers wonder where their children get their fear of lightning, or of animals,

forgetting that they themselves have expressed fear when they thought the children were not noticing. The same



BABY OF FIFTEEN MONTHS
SERVING MILK

cause is often responsible for the distaste expressed by children for certain foods. Children are quick to copy, and if grandma is on a limited diet and can not eat this or that, or if father frankly says that he

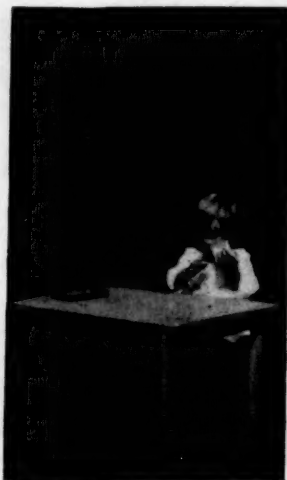
does not like spinach or carrots, for instance, the child is apt to become finicky and notional in his eating.

More and more parents are coming to realize the importance of the early years of childhood in character training and are seeking to fit themselves to deal intelligently with the problems which arise during this period of their children's lives. The mental life of the child is far more complex and delicate than his physical body, far more difficult to keep in order and much more easily put out of adjustment. Fear, anger, jealousy, disobedience, temper tantrums should be dealt with wisely and understandingly in the home, which is the workshop in which the character and personality of the child are moulded by the formation of habits into the person he will be in adult life.

The little bulletin on Child Manage-

ment, written for the Children's Bureau of the U. S. Department of Labor by Dr. D. A. Thom, director of the habit clinics of Boston, has entered the ranks of the "best sellers" of the Government Printing Office, thus illustrating the interest which parents all over the country are showing in a subject which concerns not only mothers but fathers as well. The bulletins on the physical care of infants and young children have had a wide circulation among mothers, but requests received by the Children's Bureau for the bulletin on "Child Management" come from fathers too. This is as it should be. Child training calls for the cooperation of both parents from the time the child is born, and it is one of the fundamental rules that they should present a united front to the child. Differences in judgment should be settled in private.

There is a great deal to learn about the job of being a parent, and this generation or the next will not handle it perfectly. But, as Dr. Thom says, "much will be accomplished if the approach to the problems of childhood is



DRINKING HIS GLASS OF MILK

not blocked nor impeded by anger, fear, over solicitude, or the idea that being a parent means at all times being obeyed.

Kindness, common sense, and an effort to understand the child's own attitude toward his difficulties will do much to bring about an intelligent solution for most of the problems."

Other publications of the Children's Bureau demonstrate its interest in children's behaviors. The following pamphlets distributed by the Government Printing Office, Washington, D.C., deal with this problem:

Child Management. By D. A. Thom, Bureau Publication No. 143.

Habit Clinics for the Child of Preschool Age. By D. A. Thom, Bureau publication No. 135.

Child Mentality and Management—Outlines for Study, Bureau Publication No. 91.

Child Care—The Preschool Age. By Mrs. Max West, Bureau Publication No. 30.

American Home Economics Association

Study of School and College Activities in Child Care

The progress in this special phase of homemaking education has been very rapid during the past few years. It is indeed a big jump from the days of text book courses in child care, and laboratory work with the doll baby, to the modern laboratory in child care, in which live children and their parents furnish contact for the home economics student.

Aside from the contacts with children in their own homes and with the neighbors, the first formal opportunity offered by schools in the actual handling of the child was the introduction of the baby into the home management or practice house in the colleges. This contact stimulated interest on the part of students and administrative officers and undoubtedly has had positive effects in paving the way for the many and varied contacts with children, now being provided students in both the colleges and the public schools.

Interest in this field is manifest on all sides and some important contributions to the movement are being made by almost every group represented by the membership of the Association. These

are important and will be studied and reported upon later. This report covers only the activities of the schools and colleges and is based upon the returns from a questionnaire which was sent out from the office of the field worker. The material is being compiled, through the courtesy of Edna White, by Mabel Miller, under the direction of Lelah Crabbs of the Merrill-Palmer School. The report is not complete, as a number of reports came in too late to be included, but it does give a fair picture of the situation, even though a more modest one than the final report will show. Four hundred and seventy-five blanks have been returned from 172 colleges, 128 day schools, 92 adult classes and 83 part-time classes. Seventy-nine per cent of the colleges answering, offer courses in child development, and 16 per cent of the colleges offer such work through extension courses. Reports from 42 states include child care work in the day schools; 27 states report work with adult classes, while 11 of the states offer some instruction in part-time classes for girls who are employed outside of their homes.

This indicates very wide interest and the returns show some fine work now under way.

As yet there is no unanimity in the use of a name for the course, 19 different ones were suggested. Those most generally used were child care and child care and training. As yet no course is reported as "Parental Education," although courses for adults are reported under the title "Mother Craft" and "Mother Training."

To develop:

Ideals of family life
Better habits of training children
Right attitude towards motherhood
Practice in caring for children
An interest in child life and a desire to study

The scope of the courses is wide and covers such topics as home and family relationship, children's food, children's clothing, growth and development, including indices of physical development,



FOUR-YEAR-OLD TEACHING HERSELF THE NUMBERS, AFTER HER WASHING IS ON THE LINE

The reported aims of the courses are significant and indicate a good grasp of the purpose of this work and the objectives which should be achieved. Some of the aims reported are as follows:

To teach:

Care of brothers and sisters
Physical care of child
Factors in behavior
General facts regarding child life
Types of educational material for young children

posture and health habits, physical care of child, child training with such sub-topics as habit formation, child psychology, behavior problems, personality development and the education of the child, which includes use of interest, use of curiosity, play, games, books, stories, and music.

Neither the aims nor the content of courses show, as yet, careful enough selection on the basis of grade or year taught or the prerequisites required. For the

most part the subject matter emphasizes either the physical aspects or is presented as a survey course designed to



TWO-AND-A-HALF-YEAR-OLDS OUT FOR THE DAY'S WASHING

give a general view of the broad field. Other courses are more inclusive and clearly reflect the special preparation of the teacher to offer work in child development.

Actual contact with children is provided in many excellent ways. The returns indicate that there are 16 colleges with a child in the home management house and that several high schools and 20 colleges have nursery schools; four of these have them only in summer session.

Other suggested contacts were:

- Younger brothers and sisters
- Neighborhood or relatives' children
- Acting as mothers' helpers
- Children at community gatherings: Parent Teacher Association Meetings, pageants, mothers study groups
- Borrow child for observation during class periods
- Students select one child for study during course

- Primary school grades
- Class of underweight children
- Day nurseries
- Health, research, and behavior clinics
- Maternity and children's hospitals
- Orphanages
- Playgrounds
- Nursery schools

Excellent cooperation with other agencies in the offering of the work in child care was reported. Nineteen different agencies were listed, among the most usual were: physical education department, psychology department, health department, health and habit clinics, hospitals, physicians, physiology and zoology departments, pediatrics department, and state public health department.

One of the most encouraging portions of the reports dealt with needs. Teach-



THREE-AND-FOUR-YEAR-OLDS WASHING THEIR OWN SOCKS

ers are seeking the aid of specialists. They are conscious of their limitations

and of their need for assistance in organizing and presenting material.

This report indicates wide interest and active participation by home economists in the field of child development. It also brings out in striking manner the types of cooperation which have furthered the success of the program. This is true not

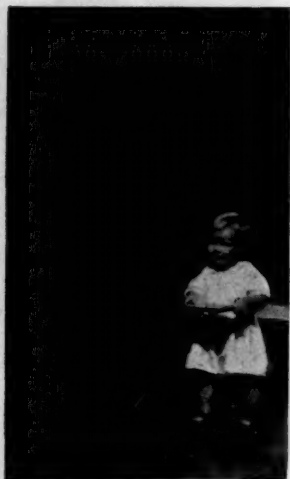
only in community projects, but is more strikingly shown in college departments and in high schools where there is evidence that growth is proportionate to the contacts made through participation in a general program for child development rather than by narrowing its scope to a strictly home economics project.

General Federation of Women's Clubs

Program of the Child Welfare Division

As stated in the Federation Outline Handbook for 1926-1928, the division of child welfare is aiming:

1. To bring about a more general understanding of the needs of the normal child through study, publications, and lectures, so that every child in every home may be benefited as a result of such education, and to promote community activities which may be of benefit to all children.



CLEARING HIS TABLE

2. To advance the standards for the care of special classes of children, so that the handicapped may be adequately educated and cared for; dependents may be given full opportunity for normal life and development; that children may be protected against premature labor

and that working children may be adequately protected against menaces to life, health, and morals; that there be a more thorough understanding of the responsibility of the home and the community for the prevention of delinquency

and the development of a constructive community program to accomplish this end; and that standards for the scientific treatment of the delinquent may be extended.

The program for the preschool child includes child training and habit formation, which has a very direct relation to behavior problems in children.

A resolution was passed by the General Federation at the Biennial in May, 1926, calling for the cooperation of the Children's Bureau in formulating a program on child delinquency. The Division's program is based upon this plan and includes a study of the causes of delinquency and the means of its prevention, with special emphasis on home standards, the responsibility of the school and recreational facilities. The scientific handling of the delinquent is being promoted, including physical and mental examinations, Juvenile Court standards, child guidance clinics, visiting teachers, etc.

The National Chairman of Child Welfare has prepared outlines and bibliographies covering the training of the child and also the problem of delinquency. About four thousand copies of these have been distributed. Many letters are received asking for additional

suggestions and references for club papers or for study by club groups along these lines.



A LARGE FRONT PORCH FOR A SMALL
HOUSEKEEPER

The chairmen from different states tell of much interest in their states in these subjects. For instance, Massachusetts has a Division of Mothercraft which has been active in introducing a definite program under which club women are interesting local school and health authorities in establishing "Get Ready for School" clinics. They report that their studies of the physical condition of children in the kindergarten and first grade invariably show a large percentage of children handicapped by wrong habits of mind and body. Massachusetts maintains habit clinics to which these children may be referred. This Mothercraft Division has child psychology for one of the principal topics in the department's program. The at-

tempt is being made to educate young mothers in the importance of right surroundings and correct habit formation for the little children. Practically every state is including child training and juvenile delinquency in its outlines of work.

One indication of the importance in which this general subject is held is the number of papers and the discussion at the state conventions and also at the biennial. At the last biennial a good proportion of one morning's program was given up to a paper by Charles Brandon Booth on the Big Brother and Big Sister Service dealing with befriending children who have gotten into trouble because of behavior problems. The speaker quoted Juvenile Court Judge Hoyt of New York City, who has



FOUR-YEAR-OLD CUTTING RHUBARB

had large numbers of children before him, as saying that eighty-five per cent of all the failure of child life is directly traceable to the failure of the American

home to function as a character-building institution. This served to emphasize to that large audience the great need for attention to behavior problems. Another address which bore on character-building in children was by Joseph Lee of the Playground and Recreation Association of America entitled *Play and Life*. Bessie Locke of the National Kindergarten Association came before that same biennial convention with a statement of the appalling amount of juvenile delinquency in the nation and the need for early moral and ethical training and the work that the kindergarten is doing in meeting this need through the establishment of right habits of thought and action early in life. Another interesting

paper which brought this whole idea before the convention was that of William Mather Lewis on *Youth and Citizenship*.

These lines of study, activities, and discussions sponsored by the General Federation of Women's Clubs indicate a growing realization of the need for an understanding of the child to insure his best development. They also point to the need of club and community programs for the prevention of behavior problems and for the adequate protection and care of the child when problems do arise.

MARY E. MURPHY,
*Chairman, National Committee
on Child Welfare.*

In the December Issue

THE SNOW MAN. A song by Kathleen Malone

WHAT CHRISTMAS MEANS IN HAWAIIAN KINDERGARTENS
Frances Lawrence

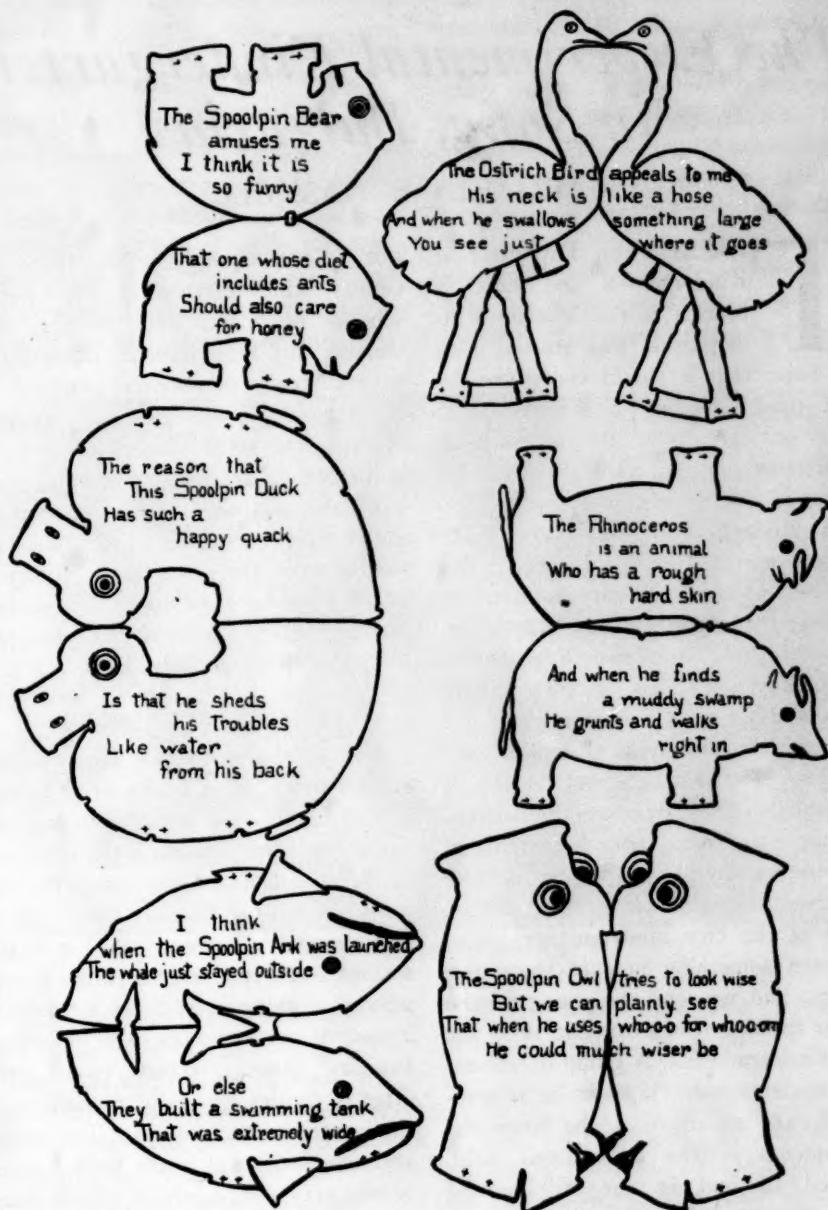
THE INCREASING EMPHASIS ON THE EDUCATION
OF YOUNG CHILDREN Frank E. Willard

AN IOWA PRESCHOOL'S PROGRAM
Elizabeth S. Moore

REPORTS OF PROJECTS BY OUTSTANDING CLASS-
ROOM TEACHERS

Spoolpin Creatures

ANNA MORGAN CURRY



The Spoolpin Creatures, presented here in midget form, can be reproduced in any size. Their name comes from the ordinary spool and the humble hairpin which have made them what they are. The animal or bird moves on spools as rollers. The hairpin pierces one side of the paper creature, goes through the spool, and the prongs are spread back like a paper fastener on the other side of the creature. The pairs of crosses indicate where a hairpin is going in or coming out of a spool. Fold the creature where his two sides meet. Heavy colored paper with crayon markings makes attractive creatives.

The Experimental Kindergarten in Sofia, Bulgaria

MARGARET B. HASKELL

THE American Experimental Kindergarten in Sofia, a branch of the Mission Kindergarten, was started with the hope that it would constitute the seed productive of big harvests of better kindergartens throughout this progressive country; and indeed the interest of the educational leaders and their students has been very gratifying even at this early stage. The professor at the University in charge of the Department of Primary Education, and editor of *The Newer Education* is continually urging us to keep careful records of our work, and to work up our findings into systematical reports and articles. The City School Board is continually sending prospective kindergartners to our two kindergartens to observe, and requiring a definite statement of the time spent there. Some of the city kindergartners come to learn something new of their own accord, and we send the young women of our training course to observe in the city kindergartens. A group of university students, who, it must be remembered, are informed of the latest developments in the educational field, seemed to find in our still halting attempt at applying modern psychological and educational theory to the kindergarten situation the vision of future possibilities. Our kindergarten training course is the only one of its

sort in the country, while there are twenty kindergartens in the public schools of Sofia, and private ones starting up here and in other cities with a steady persistency prophetic of the future. If our graduates succeed in capturing some of the vacancies in kindergarten teaching positions, they will have to stand the test of working under difficulties under critical observation to prove the worth of the principles which they have assimilated, and their own strength of character, purpose, and ability in carrying them out.

THE KINDERGARTEN'S HOME

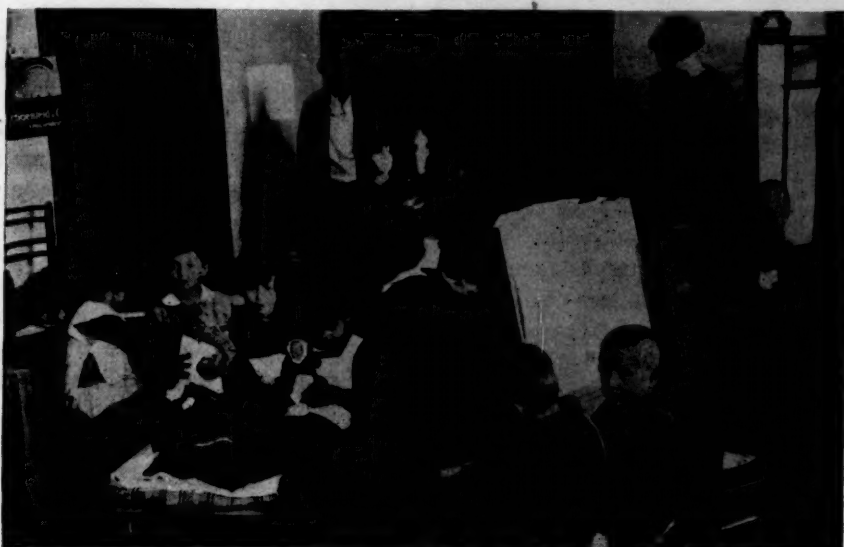
But to return to the Experimental Kindergarten: it is temporarily housed in one middlesized schoolroom and one smaller adjoining room in the new, and as yet unfinished Community Fireside or Community House, which is to accommodate a nursery school, a health station, living quarters for young women who are working or studying, a cafeteria, industrial work rooms, the American Primary School, lecture rooms, and other activities generally carried on in similar settlement houses. The school and one industrial room have already or will very soon commence work there, and the kindergarten occupies the rooms which on Saturday afternoons are used for a health station. The number of the children is limited to twenty-five, ranging in age from four to nearly seven

years, which is the school entrance age here.

EQUIPMENT AND SUPPLIES

The present equipment of the kindergarten consists of: six long kindergarten tables, four of which are set side by side in pairs to form wider tables for work and lunch, and two of which constitute the counters of our Cooperative Grocery Store, started after visiting a similar store in the city; one round table with

piano; two straw mats and individual cushions to sit on; carpenter-made easle boards connected by a hook, and water paints, brushes, and house paint; paper, cardboard, cloth, shellac, individual milk glasses, child-made doilies, broom, dust pan, washing facilities, ironing facilities, and even small pans for the doll's cooking, and the groceries wherewith the children may cook. The doll has acquired a house, bed and bedding, chairs and tables, clay dishes,



DEMONSTRATION OF PROJECTS

folding sides; a cupboard with individual cubbyholes for the children's private possessions and unfinished work; a cupboard for supplies; a box of woodwork tools, but no work bench as yet (though ordered); an assortment of narrow boards given by the father of one child and other odd-sized boards; a small box of building blocks (an experimental set of Patty Hill blocks is being made by a local carpenter); some grocery boxes; a window box made by the children; a

and even a new cape since she came to our community last autumn.

DAILY PROGRAM

The daily program in our kindergarten is variable, but the usual order is the following: 9-10 individual and group projects with industrial art and play materials; 10-10:30 conference for discussing work, plan, social problems, and other topics of interest to the group; 10:30-11 preparation for lunch

and lunch; 11-11:30 out-door play, circle games, or other active play; 11:30-12 rhythm and story.

them out to the Park, the Zoo, and on other excursions.

CHILDREN'S HOME CONDITIONS

In order to be able to work more satisfactorily, we have limited the number of our children to twenty-five. These children come from families which would be considered here as being comfortably situated financially with the exception of five who pay either only a part of the tax, or nothing at all because of their hard circumstances. Most of the fathers are business men: that is, shop-keepers of all sorts, one bank director, one owner of lumber yard, others are hard working and not very well paid government clerks and officials. The mothers, with the exception of two or three who work in factories or are seamstresses or teachers, are engaged in the household cares, in preparing for the church holidays and name days, which involve receiving numerous guests and making as numerous calls. These set days for visiting people with a certain name, and being treated to a spoonful of preserves and a cup of Turkish coffee, or to a candy or two, take the place of our "at home" days and our parties.

Most of the children live in three or four-room apartments, but have a small yard and traffic-free streets in which to play. Generally a nurse or the grandfather brings them to school, as it is very common for parents and the married sons or daughters to live in the same house.

I fear that there is on the whole little regularity about the food and the sleeping hours of the children, and their caprices are catered to far too much. Their parents, however, enjoy taking

PARENT-TEACHER MEETINGS

We have a parents' meeting once in two months for the kindergarten and primary school parents. Some member of the training course faculty, or of the department of pedagogy in the university talks on such topics as:

"How to prevent having Influenza."

"Come, Let Us Play with Our Children."

"Handwork in the Home."

"What Stories to Tell to Children and How to Tell and Act Them Out."

The parents are grouped according to the group in which their children are in school. We always have music and refreshments, and sometimes games.

Besides these parents' meetings, there have been in the past so-called mothers' meetings for more intimate discussion of the problems in the home and in the school connected with guidance of the young children in whom both mothers and teachers are so vitally interested.

THE SCHOOL DOCTOR

Every kindergarten in Bulgaria is required to have a school doctor, whose duties are to examine the children in the beginning and throughout the year, to visit the homes of children who have been absent three days or more, and advise the parents if they have no other doctor, telling them definitely when the child may return to school in case of an infectious disease. The children are required to bring a written permit when they do return. Sofia winters are very foggy and people are afraid to allow too much of this damp air to enter the houses or to let their children go out

in it too much. However, as it is the only air we have, lack of the fresh article in homes and in public places predisposes children to sickness. Another fallacious idea is that they must be clothed with heavy clothing much of which cannot be removed in the house. But our doctors show real educational interest by giving talks not only to the children but also to the parents. In this connection I may say that there is some splendid public health work being done in the city and in the country by public health nurses and doctors both in clinics and through follow up work in the homes.

We have had in the past the personal history blank, the thorough examination in the presence of a parent, and even an intelligence test given by the school physician. We have a careful record of the physical, mental, and emotional condition and also of the social conditions or environment for each of over eighty children. The training school students have followed these records to some small extent, comparing their own observations with the data there given, and adding data to the original estimate after further observation. However, circumstances prevented our continuing these examinations this year and instead of the intelligence test given by the doctor we have given the Pintner-Cunningham Test tabulating and interpreting the results.

PROJECTS

In looking back on the school year, it is not difficult to trace the succession of the projects, the way in which they have led on from one to another, and their bearing under the various headings of the conduct curriculum.

BOATS

First we had the boat project, which may have owed its origin to the summer vacations spent on the seashore. It first took shape in clay boats, then in toy wooden boats brought from home and sailed in a large basin of water at school. One large cardboard boat was made by a small boy and used afterwards as a life-boat attached to one of the steamers constructed of chairs to dramatize the story of the Fog Boat Story in the *Here and Now Story Book*. It first represented a gondola, however, and was lighted by a Japanese lantern made by the trial and error method and hardly able to hold a candle. The boat play with chairs had arisen quite spontaneously one day from the suggestive music played on the piano by the teacher, and was further stimulated by pictures of Venice and graphic descriptions of night scenes there and a suggestion that the children carry out that atmosphere in play. The final stage of the boat play, namely the dramatization of the Fog Boat Story called into play imitation of simple musical phrases, dramatic imagination, and the ability to organize themselves into a fleet.

THE DOLL HOUSE

Boat play soon had a rival, however, in the interest with which the housing question was taken up in its reference to the doll, who had greeted the children on their arrival in kindergarten but awaited their good pleasure in the matter of a home. Building materials were discussed, and wood being finally decided on as the most feasible medium, one prospective builder agreed to ask his father, who owns a lumber yard, for some lumber. It was decided later in

group discussion to pay for this lumber, and the amount was fixed by the children. Several bundles of narrow boards of equal lengths were brought, methods for building the walls were projected, a suggestion by the teacher that part of the structure be made of heavy cardboard was scornfully rejected, and building operations started. Meanwhile a bed was being fitted to our doll, and bedding was being made under the direction of another teacher. Some furniture and raffia rugs had already been made through individual projects, and a doll cart added to the interest of the doll play when the house was finished. This cart had been made by a carpenter under the observing gaze of a group of children who had made one with rough uneven boards, and who had come to ask the carpenter to put on some wheels. He had not consented to do this, but had insisted on making an entirely new cart.

THE COOPERATIVE STORE

On completion of the new house, several small boys seemed to think it great fun to draw its inhabitant back and forth, to and from it in the little cart. The congestion around this one house in the community became ominous, however, and the teacher began to think of an outlet. She asked the children what else was needed in a community, and they soon happened on the idea of a store. This led to our visiting a cooperative store, inviting the head of its educational department to tell us its principles, and organizing a cooperative society, choosing a treasurer, paying dues, fitting up a counter and some shelves out of grocery boxes given us by the manager of one of the stores,

and making the necessary purchases from our model store after a discussion of what was necessary. A number of clay fruits, vegetables, crockery, and toys were also contributed to the store by individual small cooperators, paper money of home manufacture also came into use and for several weeks the store was kept busy by little housewives coming to buy groceries which they afterwards cooked or otherwise prepared and served to the dolls in dishes, which also came from the cooperative store. One day we visited the model bakery of the Central Cooperative, and afterwards we made cookies from ingredients bought at our own store. The cleanliness of everything at the bakery including the stable was not soon forgotten by the children, and helped in our problem later.

KNIGHTS

The peaceful pursuits of commerce and industry were not sufficiently interesting to some military fed members of the group, however, as was shown by the ease with which some impromptu huts, set up from the narrow boards left over from the house, were labeled barracks, and fighting operations began to the consternation of their pacific teacher. She suggested that the huts be changed into scout tents and the attendant activities take a similar character. This was evidently not the right solution, but a story told a little later on about some knights who strove by deeds of valor and kindness to please the princess seemed to capture the children's fancy, and it was not long before they were playing knights and ladies. The first stage of the play was to satisfy the children's love of show and parade. They ornamented themselves with superannu-

ated Christmas trimmings, and played the story. A discussion was held about the qualities of good knights, and the children learned the Froebel song of the knights and the good child, and the knights and the bad child. They soon began acting out this song as a little opera using the responsive singing of their own accord. The stage properties consisted of a chair for the mother, guilt paper crowns and horses for the knights, and the doll to represent the child. There was great joy on the morning when horses and crowns were ready for use.

There were educational by-products in this knights play which were quite as important as the activity itself. By the children's own decision, four knights were deprived of knighthood for varying periods because of unknightly conduct: two for annoying other knights, one for disturbing the conference group, and one for dishonestly pretending that he had finished the difficult task of cutting out a horse's head, when he was in fact using the teacher's model. Needless to say, under the teacher's guidance, the children's failings were evaluated properly, dishonesty receiving the longest period of exile from knighthood. Observers noticed a certain feeling of responsibility for order and good conduct in the group after the knight play, which had been missing before.

Another by-product of the knight play was in the line of health. Stories about knights were the order of the day and among them the story of the victory of the Prince of Spring over the stronghold of the King of Winter. The advent of the school doctor just at this point turned the conversation to talk about how many children drank codliver oil or ate oranges daily. Doc-

tor and teachers suggested that in doing this they would indeed be valiant knights competent to fight the enemy diseases and weaknesses. The children chose a captain to see to the keeping of a few simple rules of hygiene made by the group. The subsequent reports of oranges eaten, attended by some proofs in the shape of fruit brought to school, and the attention given to removing objects as well as hands from the proximity of the mouth were quite gratifying. Orderliness in the rooms was stimulated by a comparison made by the children of the disorder in the stables with the cleanliness of the cooperative stables.

Of course other stories, such as that of the Fairy of Fresh Air added to the children's fund of health knowledge, and through their imagination inspired them to further efforts in school and at home.

THEATRICALS

Stories of knights and castles inspired the imaginations of some of the children. Using the largest material at hand, namely, the aforementioned narrow boards, they set up so-called castles and thought out long theatricals involving the king, an army on a train, a boat ready to take him to a place of safety, the Turks coming to fight and, but for the more merciful suggestion of the teacher, being hurled into the swirl of a waterfall made in imitation of pictures of Niagara Falls. There were seats and tickets for the audience, a make believe cinema apparatus, and the inevitable bell to announce the beginning of the performance. The only difficulty encountered by the managers was the instability of their supports for the roof of the castle, the performance once having to end abruptly through the

catastrophic destruction of the scene caused by the accidental push of an uninitiated small member of the audience. The number of times that the theater had to be started until it was ready for the performance was not even counted by our zealous builders. But they welcomed with joy something more stable in the shape of the Patty Hill blocks completed after Christmas. First they simply made an enclosure to serve as something like a boat. Then they made castles, and fitted them out with the furniture on hand. They swung from the iron bars, or used them as hose for the fire department. They made more complicated boats. They have also made two-room apartments with the rooms side by side, but have not yet realized the possibilities for a two story house.

NATURE'S SUGGESTIONS

Nature is always with us in one form or another, and the window box made and painted by the children using the paints with directions for their use given by one of the fathers is one proof that children do not lose out in nature study through the informal method of teaching. We have in the room some plants brought from home, and the children have made collections of pressed leaves. Once a grandfather brought a collection of forest treasures and various kinds of grain. The children have enjoyed arranging an assortment of sea shells from Varna noting their beautiful

shapes and colors. *Grandfather Frog*, translated into Bulgarian is a great favorite, as is also the frog pond at the Boris Garden. Dandelions gathered beside a brook a short ride from the city are treasure trove. The brook itself yields the greatest harvest of pure joy, however.

INDIVIDUAL PROJECTS

There have been some individual projects going on simultaneously with the group projects: raffia jumping ropes, jig saw toys, drawing and water-color painting on an easle, attempts at tunes on the piano, a magic pocket book, trains and pulleys made with blocks, spools and wire, Christmas gifts of raffia bags or baskets.

CREATIVE MUSIC

Finally, there are the musical projects, consisting in the appreciation and interpretation of simple rhythms, in the response to the name called on two notes by an echoing call, and in the singing of a small number of childlike kindergarten songs. The children have marched, clapped to the rhythm of the march, skipped on tiptoe like birds, or trundled on all fours like bears to a heavy tune; they have rowed their boats or swayed like trees to a slow waltz, or have alternated running and jumping in interpreting a piece of music having these suggestions in its varying rhythms. There remains still much to be done in the line of creative music.

Who's Who in Childhood Education

Arnold Gesell, has been Director of the Yale Psycho Clinic, Yale University since 1911; and since 1920, Consulting Psychologist, New Haven Hospital. He is chairman of the Executive Committee of the Connecticut Society for Mental Hygiene. One of his later publications is *The Mental Growth of the Preschool Child*.

Beulah Shull Barnes gives individual tests and makes case studies of problem children in the capital city. When possible her work is correlated with that of clinics. Before her present connection with the research department of the Washington public schools, she was with the research department of the public schools of Oakland, California.

Grace Corwin Rademacher is the psychiatric social worker at the Behavior Clinic, Day Nursery and Free Kindergarten Association, Cleveland, Ohio. She is also a lecturer at Western Reserve University. She was formerly connected with the Institute for Juvenile Research, Chicago, Illinois and the State Psychopathic Hospital and State University of Iowa, Iowa City, Iowa. Her publications include: *The Involuntary Response to Pleasantness*, *American Journal of Psychology*; *A Behavior Clinic*, *Welfare Magazine*; and *The Psychiatric Social Worker and the Period of Early Childhood*, *Hospital Social Service*.

Anna Eva McLin is Director of the Child Education Foundation, 66-68 East 92nd Street, New York City.

Bertha Goodkind acts as chairman of the Research Committee of the Child Study Association of America, 54 West 74th Street, New York City, of which Sidonie M. Gruenberg is Director.

Elizabeth [Randolph] Shirley serves as Specialist in Public Information of the Children's Bureau, United States Department of Labor, Washington, D. C., of which Grace Abbott is Chief.

Anna Richardson is Field Secretary of the American Home Economics Association, Mills Building, Washington, D. C.

Mary E. Murphy acts as chairman of Child Welfare of the General Federation of Women's Clubs, 1734 N Street, Washington, D. C., of which Josephine Junkin is Director.

Margaret B. Haskell has for the past three years assisted Elizabeth C. Clarke, director of the American Kindergarten and Training School, Sofia, Bulgaria.

Angelo Patri as his name suggests is Italian by birth. Perhaps this has helped him to his fine understanding of the problems of foreign children as well as those of native Americans. His educational service has been given to the school children of New York City. For many years he taught in the public schools, later he held a principalship, now he and Dorothy C. Patri are Consulting Educators. His latest publication is *Problems of Childhood*.

Many a good home is a kindergarten of crime where children are schooled by their parents in theft, lying, and deceit.

—Dr. Garry C. Myers

The New and Notable

Pan-American Child Congress

The Fifth Pan-American Child Congress will be held in Havana, Cuba, next December, the inaugural session being held December 8 and the congress continuing for one week. The congress was to have been held last February but was postponed. The chairman of the organizing committee, appointed by the Government of Cuba, is Dr. Angel Arturo Aballi, senior professor of pediatrics at the university.

The Congress will be divided into six sections: Medicine, Hygiene, Sociology, Education, Psychology, and Legislation. Among the subjects for discussion are the following: Study of the normal development of the American child; institutes of heliotherapy for the prevention and treatment of rickets; consultations for and education of the expectant and nursing mother; the need for trained personnel in child-welfare institutions; morals in the theater; State responsibility for abandoned and neglected children; the family environment—its disorganization and measures for the prevention of this condition; the need of a national education policy; economic value of education in relation to individual output; main purpose of education in democratic societies;

psychiatric clinics for children; child-study laboratories; the psychology of the pre-school child; marriage and divorce in relation to child welfare; legislation for the establishment of paternity of children born out of wedlock; juvenile courts; and juvenile delinquency.

The Government of the United States has been invited to participate, and it is probable that a representative delegation of persons engaged in child welfare work will attend. Members of the Congress will be of three classes: honorary, Governmental, and others (those representing private associations or individuals engaged in child-welfare work of a scientific or practical nature). All members will have full privileges, except that attendance at business meetings and voting privileges are limited to governmental members. Spanish, English, French, and Portuguese will be the official languages of the Congress.

Information concerning the organization and program of the Congress, transportation rates, and general arrangements may be obtained from the Children's Bureau, U. S. Department of Labor, Washington, D. C.—*Child-Welfare News Summary*.

Annual Convention of the Kindergarten Union of Japan

The Annual Convention of the Kindergarten Union of Japan was held in Karuzawa, July twenty-seventh and twenty-eighth, with Annie Howe presiding.

Some special features of the convention were:

A symposium on kindergarten pictures, music, books, nature work, and religious teaching.

An address by the Rev. William Woodard, *Pointer Facts in Religious Education*.

A practical method of teaching a color lesson.

Miss M. M. Cook's report, *A Retrospect and a Long Look Ahead*, especially appropriate to this year's convention, which marked the twenty-first birthday of the Union in Japan.

Miss Brockway's splendid demonstration of story-telling.

When, at the closing session, the resolution committee brought in a resolution of thanks to our retiring president, Annie Howe, and mentioned how "with wit and

wisdom" she has guided the Union from its inception, every heart present echoed the sentiment so aptly expressed.

MARGARET E. ARMSTRONG,
Toyama, Japan.

Contributing Membership

The contributing membership was established at the New Haven convention. The following members have expressed their interest in the International Kindergarten Union to the extent of \$10 annually:

Julia Wade Abbott, New York City
Cornelia M. Allen, Washington, D. C.
Mary Louise Baker, Geneseo, N. Y.
Caroline W. Barbour, Superior, Wisconsin
Bertha M. Barwis, Trenton, N. J.
Annie J. Blanchard, Grand Rapids, Michigan
Amy Bowman, Salt Lake City, Utah
Imelda E. Brooks, Pasadena, Cal.
Clara S. Brown, Tempe, Arizona
Emma Campbell, Jersey City, N. J.
Alice M. Cusack, Kansas City, Missouri
Mary Howard French, New Bedford, Mass.
Grace Anna Fry, Cincinnati, Ohio
Marjorie Hardy, Chicago, Illinois

Margaret C. Holmes, Brooklyn, N. Y.
Charlotte Hunter, Hibbing, Minn.
Frances R. Kern, Evanston, Ill.
Katherine Langtry, New Haven, Conn.
Gertrude Malloch, Cambridge, Mass.
Sarah A. Marble, Worcester, Mass.
Mary Jean Miller, Rochester, N. Y.
Harriette Melissa Mills, New York City
Grace Eldridge Mix, Farmville, Va.
Jane H. Nicholson, Brooklyn, N. Y.
Luella A. Palmer, New York City
Elizabeth Rankin, Pittsburgh, Pa.
Jane Roberts, Gary, Indiana
Mary C. Shute, Roxbury, Mass.
Maude C. Stewart, Syracuse, N. Y.
Alice Temple, Chicago, Illinois
Susan R. Thompson, Oklahoma City, Okla.
Zelma Thompson, Baltimore, Md.
Margaret A. Trace, Cleveland, Ohio
Winifred Weldin, Trenton, N. J.
Annie J. Workman, Huntsville, Texas

New Life Members

Bertha M. Barwis, Trenton, N. J.

Mabel A. Robertson, Fall River, Mass.

Roll of Honor

In appreciation of service and outstanding contribution to the kindergarten cause the following have been added to the Honor

Roll of the International Kindergarten Union:

Annie Laws
Anna W. Williams

100% Membership in the International Kindergarten Union

Branches whose members belong 100 percent to the central organization: Casper Kindergarten Club, Casper, Wyoming;

Camden Branch of the International Kindergarten Union, Camden, N. J.; and Waterbury Kindergarten Club, Waterbury, Conn.

Ideas for Exchange

The District of Columbia Kindergarten Association wishes to correspond with teachers in small towns, mission stations, or places where there is no organized group for discussion of kindergarten problems, and who therefore miss the inspiration and help to be derived from such a group. Are you in a village or in the mountains? Perhaps we could send you a new game, a song, or a story which will fill a place in your program.

In short, we want to establish an exchange of ideas with a personal touch which will be of help to both of us. We derive so much benefit from our meetings, both social and educational, that we want to share it with others who have not the same opportunity. Please address all communications to Bertha S. Moore, Buchanan School, Washington, D. C.

Personal-Professional

Mary Dabney Davis plans to attend the meeting of the Pan-American Child Congress in Havana, Cuba, the week of December eighth.

Last November the first Christian kindergarten in Japan celebrated its fortieth anniversary.

Lucile Allard, Director of the Flatbush Teacher Training School, is studying for a half-year in Europe. In July, Miss Allard attended the educational conference at Locarno, Switzerland, and was chosen to conduct a meeting in the interest of teacher training. Vivian Howell, teacher of psychology will assume the directorship until Miss Allard's return in January.

The Wheelock School is adding to its schedule this year a course in Practice in Parliamentary Procedure, conducted by Mrs. Jerome Johnson. This course is correlated with the course in Parent-Teacher work given by Mrs. Edward Mason, vice-president of the National Congress of Parents and Teachers. Music Appreciation is being given this year by Lyle Ring who is associated with Professor Zanzig in the Brookline schools. A course in Social

Problems is given by Esther Barrows, for many years the head of the Women's Residence of the South End House.

Through the courtesy of Butler University the students of the Teachers College of Indianapolis have the opportunity of practice teaching in the Claire Shover Nursery School, conducted by Emma Lieber. Mrs. Lieber has just returned from a European trip which included study along the lines of nursery school methods.

Lowell Beveridge is instructor in Music this year, and J. B. Knight, of Harvard Graduate School, is taking the work in Test and Measurements at the Lesley School, Cambridge, Mass.

The Perry Kindergarten Normal School of Boston, Massachusetts, claims the following new faculty members: Edwin A. Shaw from the Dept. of Education, Tufts College; Harriet M. Boynton, Opportunity Class and Visiting Teacher from Waltham, Massachusetts; Dorothy Rundlett, formerly Head of English Department in Higham, Massachusetts; Grace Caldwell from Habit Training Clinic, North Bennett Industrial School, Boston.

Current Magazine Index

ARE YOU GIVING YOUR CHILD A CHANCE

By John B. Watson and Charles Gilmore Kerley

"The vocation your child is to follow in later life is not determined from within, but from without—by you—by the kind of life you have made him lead" says Watson, the behaviorist. And the physician, Kerley, says "By the time he is sixteen years old he is made and he will be a good citizen—a good for nothing or a holdup man according to his cultivation." Read this psychology of hope and responsibility for the parent and teacher.

McCall's Magazine, October.

PRESCHOOL EDUCATION AS A CAREER

By Patty Smith Hill

The nursery school teacher must be nurse, mother, pediatrician, psychiatrist, and in addition have full knowledge of the relation of her curriculum to those in kindergarten and primary education. The demands of preschool education are heavy, and imply corresponding compensation.

Journal of the National Education Association, October.

PRINCIPLES OF MENTAL HYGIENE APPLIED TO YOUNG CHILDREN

By Judith Clark

"The child learns himself and his environment, and gradually learns to interpret each in the light of the other." The article deals with the needs and activities of very young children and how they should be met and built upon.

Journal of the American Association of University Women, October.

SUGGESTIVE MENTAL HYGIENE PRINCIPLES FOR THE PRIMARY TEACHER

By Ellen Augusta Maher

"School entrance offers an opportunity for the development of normal physical and mental health habits." Tests are considered as an important phase of the mental hygiene campaign.

The Journal of Educational Method, September-October.

ACTIVITIES OF FIRST GRADE MOTIVATED BY PUPPET SHOW

By Josephine Bennett

"Interest of children aroused by construction of accessories and preparation for play based on familiar story. Practically every phase of curriculum centered about the project for six weeks." This is a graphic account of the project's development and resulting values.

School Life, October.

THE PROS AND CONS OF THE NURSERY SCHOOL

By Ruth L. Frankel

"In the end, it all depends on the mother." Nursery school and home training are compared.

Hygeia, October

CONVERSATION AMONG CHILDREN

By Claire T. Zyve

The *why* and *how* of the free conversation period in a third grade are discussed. Stenographic reports of such conversation is given and vocabulary tabulated. The study shows development in vocabulary, and ease and power in oral expression.

Teachers College Record, October.

A KINDERGARTEN IN CHINA

By Mary E. Maish

This series of articles includes a history of Miss Maish's kindergarten, a delightful

account of her handling of classroom difficulties, and an intimate view of Chinese customs.

Child Life (London), Summer Term and Autumn Term Issues.

PICTURE-BOOKS IN WINTER

Summer fading, winter comes—
Frosty mornings, tingling thumbs,
Window robins, winter rooks,
And the picture story-books.

Water now is turned to stone
Nurse and I can walk upon;
Still we find the flowing brooks
In the picture story-books.

All the pretty things put by,
Wait upon the children's eye,
Sheep and shepherds, trees and crooks,
In the picture story-books.

We may see how all things are,
Seas and cities, near and far,
And the flying fairies' looks,
In the picture story-books.

How am I to sing your praise
Happy chimney-corner days,
Sitting safe in nursery nooks,
Reading picture story-books?

—Robert Louis Stevenson

Book Reviews

Suggestions for Children's Book Week, November 13-19

THE MAGIC BOAT. By Lula E. Wright.
Ginn and Company, Boston, Mass.
\$.80.

The Magic Boat is built to appeal to children through its beauty and simplicity. It was not written "for" the children but "with" the children. Its ease of mastery for little children just beginning to learn to read is due to the careful selection and presentation of vocabulary. Children love the rhythm and rapid movement as well as the story itself. The humorous black and white borders and the full-page attractive colored illustrations are fascinating.

THE MAGIC CLOTHESPINS. By Maude Dutton Lynch. Houghton Mifflin Company. \$.80.

The magic clothespins made a little sick boy's week in bed enjoyable. *The Magic Clothespins* will make the first steps in learning to read a happy time for any child. The book is brightly illustrated. It is an ideal supplementary reader for the latter half of the first grade and for the second grade.

UP AND DOING and OUT AND PLAYING.
By Lucy Gage. Mentzer Bush and Company, New York.

As the titles suggest, the books are the essence of activity with illustrations as lively as the text. *Up and Doing* is the primer in the Child Activity Series and *Out and Playing*, the first reader.

THE LITTLEST ONE—HIS BOOK. By Marion St. John Webb. Illustrated by A. H. Watson. Thomas Y. Crowell Co., New York City. \$2.00.

The Littlest One is a whimsical boy who talks and looks much like Christopher Robin

in *When We Were Very Young*. *The Littlest One* is perhaps more appealing to the adult for much of the humor and pathos is too sophisticated for the child.

PETERSHAM'S HILL. By Grace Taber Hallock. E. P. Dutton and Company, New York City. \$2.00.

This story of a boy and girl who set out to find adventure among the "far away blue hills" where anything is possible, is rich in imagination and originality and has genuine charm. First and second graders will want you to read it to them and the third and fourth graders can read it for themselves. It is well illustrated in black and white.

SARAH'S DAKIN. By Mabel L. Robinson. E. P. Dutton and Company, New York.

An appealing story is Sarah's Dakin, a story of the love of a girl for her dog. It is human and real—every girl and most of the boys will enjoy it.

HEIDI. By Johanni Spyri. Thomas Y. Crowell Company, New York City, \$2.50 Edition. Ginn and Company, Boston, \$.84 Centennial Edition.

Heidi has become a classic in Germany and Switzerland and has been translated into many languages. Heidi is a little girl who lives in her grandfather's humble cottage among the rocks and flowers and snows of the Alps. The author makes her children very real to other children. This is another book for girls especially. The \$2.50 edition with twelve full-page color illustrations makes an attractive gift book. The centennial edition is text book size for school use.

CORNELLI. By Johanna Spyri. Thomas Y. Crowell Company, New York. \$1.50.

Cornelli is another of Johanna Spyri's charming stories of the Alps. The theme is "the poor little rich girl." The illustrations are colorful.

A TREASURY OF TALES FOR LITTLE FOLKS.

Selected by Marjory Bruce. Thomas Y. Crowell Company, New York. \$3.00.

Henny Penny, The Three Goats Named Gruff, The Ugly Duckling, The Pied Piper, Aladdin, Ala Baba, and the rest of the most popular childrens' stories appear in large print and with beautiful full-page illustrations. A good book for the children's library.

JOLLY GOOD TIMES. By Mary P. Wells Smith, Little Brown and Company, Boston. \$2.00.

"A delightful picture of a wholesome child life on a Massachusetts farm"—*American Library Association*. A new edition of the book which has been a favorite for fifty years. The print is large and there are many black and white illustrations.

BRAVE DOGS. By Lillian Gask. Thomas Y. Crowell Company, New York. \$1.50.

This collection of ten stories founded on fact shows the faithfulness and courage of man's close and loving companion, the dog. The stories and striking illustrations will appeal, especially, to the hero-worshipping boy.

GOOSE TOWNE TALES. By Alice Lawton. Thomas Y. Crowell Company, New York. \$2.00.

In this conversational account of Goose Towne each of Mother Goose's rhymes becomes a story and one learns why "Tom, Tom the piper's son" stole the pig and that "the pumpkin shell," where Peter kept her very well, was really a dear little pumpkin-colored home. The younger children will love this cleverly written and illustrated book.

OLD TESTAMENT STORIES. Retold by Eulalie Osgood Grover. Little, Brown and Company, Boston.

The Bible stories are told simply but non-patronizingly by Miss Grover. The book is well illustrated and the large print adapts it to children's reading.

*I saw ole Autumn in the misty morn
Stand shadowless like Silence, listening
To Silence, for no lovely bird would sing
In his hollow ear from woods forlorn.*

—HOOD